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## A school camping program for California

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College of the Pacific

STOCKTON, CALIF.

A

SCHOOL CAMPING PROGRAM  
" FOR CALIFORNIA

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By

Willard T. Hancock

Stockton

1947

A Thesis  
Submitted to the Department of Education  
College of the Pacific

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In partial fulfillment  
of the  
Requirements for the  
Degree of Master of Arts

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APPROVED

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Chairman of the Thesis Committee

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CHAPTER I  
THE HISTORY, ORGANIZATION, AND AIMS  
OF PRESENT DAY CAMPING

Introduction

The emphasis in education today is on projects and units, and on the paralleling of the curriculum with real life situations. Reference to the education of the "whole child" is frequently encountered in modern educational literature with guidance programs designed to know more and more about the child in his total environment.

Motivation of the pupil is behind these modern educational methods. That curriculum should be adapted to the interests and desires of the pupil and that the aim of education is not only to gather information and skills but is also to guide the purposes, attitudes, and interests of pupils are now commonly accepted fundamentals.

It is difficult to carry out these fundamentals in our present day schools. The buildings themselves are often not adequate, many of the teachers are unable to change to new methods, and the parents and public in general object to radical changes. Then too, the child is at school for but a small portion of his twenty-four hour day, and in secondary schools is in contact

with his teachers and counselors only a brief period of each day. This tends to hinder a guidance program based on knowing the "whole child".

Through organized camping a new type of education is available to our youth. To the present time we think of camping merely as recreation, a summer vacation for those who can afford the price and time. The summer camp need not be held down by educational tradition. It can be made a real life situation where artificial motivation is not necessary. The skills, knowledge, and attitudes learned during the school year can unconsciously be put to actual and practical use so that they will take on new meanings and real interest. Also the camp day is 24 hours long which will enable a guidance program to know the child and lead him out of his emotional difficulties through a gradual continuous process. Finally, the staff can be carefully chosen each year and changed as necessary in order to secure only those members of the teaching profession most interested in the development of the "whole child" and who are not limited by traditional practices.

The purpose of this thesis is to develop a blueprint for a school camping program in California based on academic, recreational and social objectives, and developing these objectives through a "real-life" situation.

In order that this blueprint be founded on sound camping principles a brief history of the camping movement will be presented showing the gradual evolution from early, crude, militaristic types to the present day camp with modern educational philosophy. Also the effects of changing economic conditions on the type of camper and the need for camps available to all will be pointed out. Chapter II will present a survey of educational camps in the United States for the purpose of showing that these camps are increasing in popularity and that they do contribute to the educational program. Finally Chapter III will consist of a blueprint for California based on the approved camping practices and standards as brought out in Chapters I and II. The emphasis, however, will be on the academic approach in order to make it a truly school camp. Its objective is to "learn by living" and thereby to aid the traditional school in its problem of motivating the student. Thus the value of the school curriculum will be increased by further developing character, health habits, and skills, knowledges, and attitudes gained during the school year.

## HISTORY

In order to understand camping programs as they exist today it is necessary to have a brief history of the camping movement and to mention economic and social trends which make camping an important factor in the lives of both parents and children.

An important trend which is making camping a necessity is that of urbanization.<sup>1</sup> A few years back when children were living on farms or in small towns there seemed to be little need for organized recreation during the summer months. Today, however there has been a decided change. Not only are the economically underprivileged children forced to use city streets as play grounds, but even the well-to-do in urban centers are limited in play space.

Another trend is our increased knowledge of young children. There is now an awareness of the importance of satisfactory early social contacts for wholesome adult adjustment. Social experiences with children of the same age are necessary and can be secured in the summer camp, where lasting friendships are made during the twenty-four hour camp program.

<sup>1</sup> Osborne, Ernest G. Camping and Guidance pp. 15-20

The growth of leisure time is a third factor which has increased the need for summer camps. Education for leisure has become important to the schools. With the growth of leisure time has come an increase in delinquency, and society is becoming aware that health and recreation and leisure time activities are social as well as individual problems; that group standards are necessary if individuals are to be protected.<sup>2</sup>

In the beginning camping started as an adventure both by individuals and by groups. Then very early they came to have other very definite purposes. There were a few camps by 1880, but none of these are operating today. Mr. Balch, who organized Camp Chocurua in 1881, did so because of the miserable conditions of boys belonging to well-to-do families in summer hotels, considered from the point of view of their right development. According to H. W. Gibson<sup>3</sup> this was the beginning of the formal camping idea. However according to the National Education Association Research Division<sup>4</sup> camping as a school project goes back at least to the time of the

<sup>2</sup> Sanders, Edward J. "Safety and Health in Organized Camps." National Bureau of Casualty and Surety Underwriters Bulletin. pp. 2-4

<sup>3</sup> Gibson, H. W. Camp Management pp. 13-14

<sup>4</sup> National Education Association, Research Bulletin. "Superintendents Opinions on Compulsory Youth Programs." Vol. XXII, No. 4, Dec. 1944

Civil War when in the summers of 1861, 1863, and 1865 Mr. and Mrs. Frederic William Gunn of the Gennery School, Washington, Connecticut, took their whole school on camping trips which lasted several weeks. The plan was then dropped until 1872 when it was revived and for the next twelve years a two week period of camping was a regular part of its annual school program. The actual history of the earliest camps is obscure due to the conflicting definitions as to just what were camps in the modern sense of the term and what were not; In 1877, for instance, the Tribune established a country place for slum boys and girls. Later this "farm" was changed to a "camp".

By taking the usual present day meaning of the word camp we know that by 1900 twenty-two camps were known to have been in existence.<sup>5</sup> Among these early camps and in addition to Mr. Balch's and Mr. and Mrs. Gunn's were Camp Dudley; Mr. Nichol's Camp at Stow which later became Dr. Talbot's camp on Lake Asquam; John Dick's Camp Idlewild on Lake Winnepesaukee; Dr. Wilson's Camp Pasqueaney; Professor Arey's Camp on Canandaigua Lake; Dr. Keye's Camp, Norway Pines at

<sup>5</sup> Sargent, Porter A Handbook of Summer Camps ( 6th Edition) p. 24

West Point, Maine; Jude A.S. Gregg Clarke's famous Keewayden Camps and others.

Only two of these early camps survived, one of which was Camp Dudley which is given the distinction of being the oldest organized camp having had a continuous existence since its foundation. Therefore, in order to develop the history of camping we shall take the story of Camp Dudley not only because it is the oldest camp in continuous operation, but also because it is typical of the development of other camping programs.

Camp Dudley was founded in 1885<sup>6</sup> at a time when most youngsters went camping only with their fathers, or older brothers or other family members. The advantages of an outdoor life reached a very few of the children who really needed it. Social workers saw the possibility of getting tenement children out of the city for awhile each summer onto the farms and into the woods and fields. Private schools wished to find a place where those who were deficient in their school work could combine study with outdoor life. Many wealthy parents were eager for a place to leave their children while they took extended trips. It was for these reasons that the camping movement started in the early "Eighties." The movement was slow in

<sup>6</sup> Osborn, Minott A. Camp Dudley, The Story of the First Fifty Years pp. 11-39



starting because parents were reluctant to turn their boys over to strangers for the summer, and many had to be convinced that there was little risk to the youngsters' health in "roughing it" and sleeping out-of-doors.

Camp Dudley was established not as a tutoring Camp, although later those boys with scholastic deficiencies were given instruction by the leaders, but it was established with a definite religious and character-building purpose and was sponsored by the Young Men's Christian Association. It was the fore runner of the later Y.M.C.A. Camps which developed throughout the country.

The first camp ran for one week and the six campers were the "guests" of Mr. Dudley. The following summer Mr. Dudley was determined to establish a camp. At first it was difficult to convince parents of the adviseability of sending their boys for a prolonged stay in the woods away from home discipline and care. Cooking was done over an open fire, the dining tables were on the ground under cover of a canvas roof, and small tents housed the boys. The program consisted of swimming and boating while the evenings were spent in story telling and singing around the campfire. A Bible study class was held each morning in addition to evening and Sunday

religious devotions. The purpose of the camp was to have a "happy, jolly time" and also to "teach in a practical way that to have such a time it is not necessary to break away from wholesome restraint, not to forget the Sabbath and religious habits."<sup>7</sup> Mr. Dudley died in 1897 at the age of 43 after having firmly established the camp and its policies. It was not until 1902 that the camp operated without a deficit. The enrollment that year was 226. It is noted that up to this point no one connected with the camp received any remuneration except the cooks and Camp physician. During this period the camp changed locations several times and in 1908 it secured its permanent site on Lake Champlain. It was in this year that a lodge and social hall, dining hall, and kitchens were built. In 1911 another change took place, the camper no longer slept in traditional fashion spreading his poncho and blankets upon hemlock boughs on the dirt floor of his tent with a trench around the tent to keep the rain water out. Board platforms were made for the tents with double deck cots for sleeping.

It was during this period that the program changed somewhat. It became more organized. The morning hours were regulated and apportioned into periods of useful

<sup>7</sup> Ibid.

activity. First came a general clean-up of tents and grounds; then followed periods for nature study, instruction in woodcraft, campcraft, trail making, boat handling, swimming, and in other sports. Time was also provided for tutoring those campers who were deficient in their studies. The leaders were now being chosen more and more for their ability to give instruction and guidance in some useful lines rather than for their proficiency in any one sport. The leaders were more effective in forwarding the purposes of the camp. It was also during this period, around 1912, that rules and regulations, penalties and rewards were gradually abolished. Problems of discipline became increasingly rare under wise guidance and suggestion. The camp became a self-regulating, self-governing community which was active and full of vigor without restraining influences and checks on every activity.

In order to get the full educational value from the program the physical plant was improved. A carpenter shop and equipment was donated in 1913. A boat house with a library and study rooms was added in 1914. In 1918 an infirmary was added as well as a water system which piped in pure water from springs four miles away. With greater interest developing year by year in dramatics and music a social hall was built in 1925.

In 1926 a cottage was built for male visitors so that it became possible for a father to spend a week-end at camp with his boy, to see him at work and at play. In 1930 the tents were replaced with cottages in the interest of health.

Throughout this period the camp developed along progressive educational lines. A certain freedom of thought and action enabled the campers to gain by actual experience "self-adjustment, good judgment, cooperative understanding of others, responsibility, and character growth of each individual camper in personal achievement and in better human relationship."<sup>8</sup>

This in brief is the history of a typical camp showing the evolution of the program, leaders, and physical plant over a fifty year period. Other camps throughout the country had similar histories.

Camp Ahmek for instance was founded in 1921 by Taylor Statten who was then executive secretary of the National Boys' Work Board of Canada. Mr. Statten's Camping experience, of an organized nature dated back to 1905 when he took a group of older boys on a "gypsy trip"<sup>9</sup> from Toronto to Hamilton. That same year he took over and reorganized the camping program of the Toronto

<sup>8</sup> Ibid.

<sup>9</sup> Statten, Taylor "Twenty Five Years of Camping" Institute on Character Education in The Summer Camp, Pamphlet p. 26

Central Y.M.C.A. At that time he was informed that success in a boys' camp was measured in terms of the number of conversions and the frequency of testimonial meetings and public prayer on the part of the boys. In order to attract boys to the camp a considerable amount of fun and good times were planned but no such thing as an organized program was developed. They failed to evaluate the character building value of the recreational activity and as to health objectives they had none. The tents were placed in military fashion, home-made ticks filled with straw were used as mattresses. In tracing the evolution of the objectives, Mr. Statten found that very early they tried to instill the ideal of service and unselfishness into the campers. It was not until the longer term camps were started that they realized the possibilities of developing various skills such as swimming, diving, riding, and sailing. Later (1922) when Camp Ahmek was started by Mr. Statten an appreciation of beauty was included among the camp objectives and was brought out in the form of music appreciation.<sup>10</sup> In 1925 Mr. Statten at Camp Ahmek began to see the importance of more clearly formulating the aims and objectives of the camp. They made a study of

<sup>10</sup> Hendry, Charles E. "A Case Study of a Long-Term Private Camp. Putting Standards in The Summer Camp, Monograph Iv pp. 40-47

the campers' wishes, the parents' desires, and the counselors' aims. The conclusion drawn from the above study was that the main objective should be a "process of complete living"<sup>11</sup> which was interpreted in terms of health and safety, acquiring of skills and ability, the development of appreciations and attitudes toward the finer things of life, and adjustment in social relationships. It was realized that the greatest need of most campers was the acquiring of a method of adjustment to the problems, the tasks, and responsibilities of everyday life.

A great change took place at Camp Ahmek in the methods used to attain these objectives. The early method was somewhat militaristic in which boys were taught obedience and most activities were participated in whether the desire was there or not. The next method was artificial awards as an incentive. Many types of tests were developed for all the camp activities and suitable awards were given for the satisfactory completion. But it was found that the boys actually did not retain the abilities that they were believed to have acquired. The same zest for tidiness for instance was not shown at home as it was in camp. He had not

<sup>11</sup> Dimock, Hedley S. And Hendry, Charles E. Camping and Character. p. 106

learned neatness for neatness sake, but simply to win the award. So in 1924 awards were abandoned, and the camp was reorganized on the basis of normal living conditions. A system of cooperative government was started and cooperative planning. This involved a great deal of education of the members of the staff. It was insisted that the entire life of the camp was the curriculum.

This then in brief is the evolution of Taylor Statten's camping experiences from the early years in which the camp tried to give the campers a good time by doing all the planning to the present camp which inquires of the campers as to whether they want to participate in an activity; what they hope to get out of that activity; and then helping in the planning of the activity. "Every camper must now participate in all four steps of learning: purposing, planning, executing, and evaluating".<sup>12</sup>

One other illustration will serve to complete the history of the development of camping. The National Experimental Camp of Pioneer Youth of America was opened in 1924 with 35 boys and girls nine to sixteen years of age.<sup>13</sup> The equipment consisted of one small building used as a dining room with a frame work extension for a kitchen. The campers lived in tents without floors.

<sup>12</sup> Ibid. p. 152

<sup>13</sup> Lieberman, Joshua. Creative Camping: A Coeducational p. 5- Experiment in Personality Development and Social Living.<sup>10</sup>

There was no athletic field and only a shallow stream to swim in. The boys and girls lived on opposite slopes of a hill and children of all ages lived together so that the older ones could help the younger ones. No definite program was organized for camp. The only routine was rising, bedtime, clean-up, and meals. The camp attempted to create an environment in which "each camper could function freely and on his own developmental level, and find opportunity for creative effort, for exercise of independent judgment and decision, and for cooperation with others who shared his or her interests." <sup>14</sup>

The members of the camp staff were chosen for emotional maturity, psychological insight, personal creativeness, and social idealism. The campers were not taught handicrafts and nature lore. Participation in camp activities was not demanded of the campers but the curriculum or program was stimulating enough to interest all normally developed children. Individual attention was given to the others. Most of the campers were unaccustomed to free choice and use of initiative. In schools and other camps they had found adult-made programs to which they were required to adjust. In this camp the child's need for expression was recognized.

<sup>14</sup> Ibid. p. 42



In the beginning it was not certain that coeducational camping was practical. In 1924 there were few coeducational camps and these were for younger children. At first the two groups refused to have anything to do with each other and rarely combined in activities. In camp elections the two sexes voted as separate units. The period of adjustment varied in length with each age group. The youngest campers played together and did not seem to be aware of any sex distinction. The boys and girls from 11 to 14 were the most antagonistic and tended to remain apart the entire first summer. Friendships among them were laughed at by the group and so did not develop but as the camp developed in succeeding seasons there was a marked increase of shared activities and cooperation by the members of this age group. It was found that boys and girls of 14 years and over showed too much interest in each other. They spent a good deal of time together. Joint activities and evening parties were encouraged in which they played games, danced, and had refreshments. It was finally decided to limit campers to 15 years of age and provide ample and wise supervision and absorbing activity.

It was found that after the first summer because the campers had spent a great deal of time together in the Pioneer Youth of American Winter Clubs the succeeding summers were much better. There was no apparent antagonism

among the younger members and much less shyness. Boys and girls readily shared joint activities. The two sexes cooperated and the boys took pleasure in interesting the girls in athletics. In the succeeding summers the relationship remained about the same. A few problems developed but no major ones. The practicability of coeducational camping was established. The association of both sexes led to the development of wholesome, unselfconscious attitudes; greater respect and understanding for each other; and the ability to work together in comradely fashion. Each contributed to the other's emotional and cultural development which probably served to prevent many sexual maladjustments.

As the seasons passed a new site was picked; new buildings and better facilities were developed. This camp was cooperatively managed, the adults taking care of administrative and health matters and carefully guiding the campers' development; the campers taking care of their own interests; and both together working out problems which could only be solved jointly. The campers included both boys and girls of varied religious and national and racial groups including colored children. It was democratically managed and the camp activities were an outgrowth of the children's creative interests, and not predetermined by a group of adults.

## ORGANIZATION

The organization of the summer camp evolved gradually as was mentioned in the history of the three camps. For purposes of this thesis the recommended organization for present day camps will be outlined as suggested by American Camping Association in Monograph IV.<sup>15</sup>

The organization of administration of the average camp today usually consists of the following: (1) a camp committee. (2) the camp director (3) the medical director (4) the counselors (5) the kitchen and maintenance staff.

The camp committee determines the major policies of the camp, chooses the camp director, cooperates with the director in selecting the staff, raises and administers the camp funds, determines the building program. Often the camp committee is not necessary in private camps and the director who is usually the owner takes over the duties of the camp committee.

The director is the mainstay of the camp. He is responsible directly to the camp committee. His major tasks are related to program and personnel. Most camp directors are professional youth workers. In a survey

<sup>15</sup> "Putting Standards into the Summer Camp" (Monograph IV)

made by the Seventh Annual Camp Institute it was found that the major vocation of the camp directors was that of professional group worker. Of the camps studied 87% of the camp directors were full-time groupwork professionals such as: Y.M.C.A. secretaries or Camp Fire Girls leaders; 11% were teachers; one was a student; one was a home maker; one was a probation officer. Eighty-two of the camp directors were college graduates; Twenty-five had less than a college degree; Sixty-nine had bachelor's degrees; Twelve had master's degrees; One had a Ph. D. Forty directors had special training in social science; Nineteen were trained in physical education; Six were trained professionally in social work.<sup>16</sup>

The director must express the whole atmosphere and spirit of the camp. His position, his relations with parents, his appearance, age, voice, manner, all must give him prestige in the eyes of the campers. The director must set up the goals toward which the campers work and he must direct their activity into definite channels. In order to carry out the aims of the camp he must be vested with the authority to choose his camp staff. In no other way can he be responsible for carrying out the great responsibility placed upon him.

<sup>16</sup> Sorenson, Roy. "Some Facts about Standards in 107 Camps." Putting Standards into The Summer Camp IV 1936 pp. 7-9

The medical officer is an important part of the camp staff. Most camps are situated quite a distance from towns and hospitals. Furthermore the terrain is usually rugged, the activities are sometimes strenuous containing an element of danger, which make accidents possible. Then, too, there is always the possibility of sudden illness. Therefore, each camp should have a qualified medical officer, preferably a doctor but at least a trained nurse. His duties should be to keep a careful check on the health of each camper, to advise on camp sanitation; to act as dietitian in the absence of such officer on the camp staff, to give emergency treatment in case of accident, and to advise the director on all matters pertaining to health.

Because the program of present day camps centers around the camp counselor, personal qualifications of the counselor are of primary importance as is enthusiasm for the purpose of the camp. According to the standards they should possess a cooperative attitude and show an interest in joint planning. In most camps the camp counselor is assigned specific activities depending on his interests and abilities. In addition to these specific activities he is expected to take part in all activities and is usually assigned a cabin group of from four to twelve campers. The following is the ratio

of leadership personnel to campers as determined by the Seventh Annual Camp Institute in 1936<sup>17</sup>. The ratio varied from-- one counselor to every four campers to one counselor to every twelve campers. The average ratios for the types of camps studied were as follows:

	Counselors	Campers
Girl Scouts	1	4
Private	1	4
Y.W.C.A.	1	5
Y.M.C.A.	1	5
Settlement	1	6
Boy Scouts	1	8

In addition to the camp counselor, most camps have "counselors in training" or "junior counselors". They assist the senior counselors, and assume some of the responsibility of cabin groups. Often they act as "handy men" about camp and do the necessary odd jobs. They are responsible for much of the enthusiasm in the camp program whereas the older counselors may be more reserved. The counselors in the camp today must give special attention to the individual personality of the camper. They must guide but not use coercion. They must use constant vigilance to insure safety. They must be experts in the creative approach to their camp specialty and their interests and abilities must cover the entire range of camp skills and crafts in which any camper may become

<sup>17</sup> Ibid.

interested.

Kitchen and maintenance staff is another necessary group which must be selected with care. The head cook should be experienced in cooking for large groups of young people. She(or he) must be able to prepare inexpensive menus in a tasty manner. Her disposition must be such that noise and confusion does not bother her, and she must be able to pass the county health examination for food handlers. The number of kitchen workers vary to a great degree, but the average is one cook and two helpers to each hundred campers.

Careful selection of the maintenance crew members is necessary because they are in constant contact with the campers; therefore, their character must be above reproach. The maintenance crew may vary from one to twenty depending on the size of the camp and how much of the routine work of the camp is accomplished by the campers. The setting up of camp, the general repair work, and the hauling of supplies are usually handled by the maintenance crew.

In the organization of the present day camp we should mention something of the size of the site, size of the living groups, and number and types of records kept. In a study made of Standards in 107 camps by the Seventh Annual Camp Institute the acreage for each 24 campers and counselors varied as follows between the types of camps:

Private	45 acres
Girl Scouts	26 acres
Y.W.C.A.	26 acres
Settlement	21 acres
Y.M.C.A.	19 acres
Boy Scouts	19 acres

The average floor space per camper for housing was 37 square feet. The square feet per camper ranged from an average of 29 square feet in Y.M.C.A. camps to 55 square feet in private camps. Data on the size of living units in camps varied as follows:

accommodated 5 or less persons in separate living units	29%
6 to 8 persons	33%
9 to 11 persons	19%
12 to 15 persons	8%
16 to 20 persons	6%
over 21 persons	5%

The records kept in the various camps studied were as follows:

80% of camps kept health and physical records of campers.
66% kept individual records of activity progress
60% secured information from parents
58% recorded observations of behavior
52% kept activity records or logs of groups
38% kept records of counselors
24% kept social histories of campers

The program or curricula of the modern camp varies in accordance with the camp location, the type of camp, and the interests of the campers. In a study of fifty camps located in various parts of the United States the following activities were included in the programs:<sup>19</sup>

<sup>19</sup> See appendix one--- (List of Brochures)



water sports including swimming, boating, fishing, lifesaving; horsemanship including pack trips, rodeos, and polo; campcraft including leather, metal, woodcraft, Indian craft, overnight hikes and outdoor cooking; programs including campfire, singing, music, dramatics, story telling; character activities including chapel service and inspirational talks; leisure time activities including hiking, nature study, archery, riflery, baseball, basketball, tennis, volleyball, badminton, ping pong, horseshoes, photography, skiing, golf; miscellaneous activities including treasure hunts, first aid, dancing, picnics, barbecues and tutoring.

Of the above list only four activities were included in all fifty camps----swimming, hiking, campfire programs, and music. The program of the majority of the camps included boating, fishing, horsemanship, nature study, sports, dramatics, story telling, outdoor cookery, and barbecues. Approximately one third of the camps included pack trips, archery, rifling, photography, treasure hunts, group games, first aid, life saving, dancing, chapel service, inspirational talks, and Indian crafts in their programs. The following activities were found in only a few of the camps: rodeos, aqua planing, tutoring, polo, golf, winter sports.

Many of the progressive camps are doing away with competitive sports in camp and offer a more creative

program. It is the desire in these camps to meet the interests of the boys by offering activities that cannot be secured during the winter months in the cities. Some camps have done away with the strict daily program in an effort to meet the sudden demands and interests of the campers, but some definite organization is necessary according to Dimock and Hendry due to the large numbers of campers, the necessity of picking experts in the field prior to camp opening, and the necessity of learning primary activities before beginning the more complex activities in a real learning situation.<sup>20</sup>

The daily program in most camps starts at 7:15 A.M. and lights are out by 9:30 P.M. A daily schedule becomes a guide but is not adhered to rigidly in the modern camps. Those who wish to work on campcraft need not quit because it is now the swimming period. Should one group become suddenly interested in a hike or in collecting rocks or plants, they need not follow the schedule. However, all modern camps recognize the advantages to health of certain routines such as a definite rising and retiring hours and definite meal hours. Also in order to instill good habits, certain work must be accomplished before other activities can be participated

<sup>20</sup> Camping and Character pp. 85-103.

in; clean up and camp duties are examples. In general, of the camps studied, there was little indication of any hold over of the old military schedule and discipline that was found in the early camps. Modern educational methods were the guides in carrying out the camp program. Such statements as the following appear in the camp brochures: "The Joy of Achievement is increased when shared with congenial companions;" "informal camp atmosphere;" "activities are adjusted to the pace of the individual." "Those who need special attention, the over active and the inactive, those without interests and those who scatter their energies, receive guidance, but there is no coercion;" "Through naturalness, simplicity and co-operative friendliness, we strive to build confidence and assurance in our campers;" "The whole life of the camp is the curriculum."

The above section indicates that there is wide variation between the types of camps in regard to numbers of counselors, size of site, records kept, and program offered. Many of these differences are due to finances. The rates in private camps being much higher than in so-called "public camps", makes possible the offering of more in the way of activities and also enables the giving of constant individual attention. In general, however, the organization of the camps are similar

varying only in degree. The methods used to accomplish the objectives are now in accordance with good educational practice.

In the report of the Sixth Annual Camp Institute held at George Williams College in 1935 a suggested list of tentative standards for camps was formulated. Extracts from these standards are listed in Appendix II.<sup>21</sup> They included (1) standards for program which is broken down into objectives, activities, guidance, motivation, planning, evaluation, grouping, relation to years work, and records; (2) standards for Staff, supervision and organization broken down into counselors, specialized personnel, extra camp training, in-camp training, staff appraisal, leader-camper ratio, responsibilities, remuneration, and continuity; (3) finances and business management (4) site and equipment (5) publicity.

These standards have been developed from the experiences of camp leaders through years of experimentation in individual camps. Therefore in starting school camps in California these standards should be studied and used as a basis for organization.

<sup>21</sup> See Appendix II for Suggested Standards in the Summer Camp.

## OBJECTIVES

The aims or objectives of the present day camps vary widely and can be classified into administrative aims, parents' aims, and campers' aims.

It is rather difficult to arrive at the campers' true purpose in attending summer camp. Many are not certain why they go to camp, but vaguely sum up the reasons by saying "To have fun." Actually in reviewing the real reason for summer camp attendance we find that there are more specific reasons which added up equal the statement "To have fun." A survey of 350 campers' letters and enrollment sheets indicates many of these specific reasons.<sup>22</sup> It is very necessary in camping today to meet these interests in order to maintain the camper's enthusiasm and cooperation and thereby arrive at the objectives of the parents and of the camp administration.

The objectives of the parents are not very different from the objectives of the campers. Much of the sameness may be due to the little thought that the parents give to an application blank. However, the real objectives often are derived from personal interview and many

<sup>22</sup> See Appendix III.

parents who note changes in the boys at the close of camp will write encouraging letters to camp directors. A list of parents' objectives derived from personal interview, letters, camp enrollment blanks and from various articles by camp leaders is included in Appendix III.

Although the list is long, it can be summarized into the nine categories set forth by Dimock and Hendry.<sup>23</sup>

1. The desire to be free from parental responsibility for the summer
2. The development or maintenance of habits of good etiquette, tidiness, and politeness.
3. Obedience and discipline
4. Physical development and improvement in health
5. Proficiency in the various camp skills
6. Gain in courage and daring
7. The socializing effect of camp
8. Character development
9. Comprehensive purposes.

The aims or objectives of the camp director of camp administration is dependent on the type of camp and the organization sponsoring the camp. All camps try to satisfy most of the campers' objectives, and most of

<sup>23</sup> Camping and Character pp. 20-24

the parents' objectives while still carrying on a definite program to reach the true objectives of that particular camp. Directors must be careful lest the camp objectives be external to the interests, capacities, and needs of the camper. Directors' aims must include the camper, the parent and the obligations of the camp as an educational agency. Each camp must clearly define the central purpose and policy of that particular camp, then these aims must be used as guides in selection of counselors and program. A list of administrative aims based on quotations from fifty camp brochures,<sup>24</sup> and articles by camp leaders appearing in various publications: are given in Appendix III. The aims and objectives of the standard and typical camps of today as far as the camper, the parents, and the administration are concerned in general are improved health, enjoyment, social experience, physical development, increased skills, character training, appreciations, Christian principles, and leadership are pre-dominant. The method used is through individual freedom and interests and the careful choice of well rounded leadership.

In summarizing this chapter on the development of present day camping a brief history of three camps was

<sup>24</sup> See Appendix I

presented indicating that the trend in camping is toward progressive educational methods with an emphasis on learning and the securing of real life values instead of merely recreation and vacation. The three camps were chosen because they are so different; the first one being a church-sponsored camp, the second a private camp, and the third an organizational camp. The history of all three showed similar development starting out with a minimum of program and equipment and slowly evolving into well-organized camps meeting the needs of their campers which in general is the present status of most camps in the United States today.

It was further pointed out that the early camps reached only a few of the many children needing a camping experience and that present day camps although reaching many more children do not adequately take care of all who need such an experience. Economic and social changes influence this increased demand for summer camps.

Camps have developed from the early days of rough type equipment to well-built educational plants including lodges, recreation rooms, dining halls, handicraft shops, boat houses, libraries, rustic, but adequate sleeping facilities, and modern water and sanitary systems. The program or curriculum has changed from a "hit or miss" affair of sports to highly organized programs meeting all



the interests of the campers and bringing in freedom of thought and action enabling campers to gain by actual experience. Instead of the early militaristic control, camps now are self-regulating, self governing communities with leaders chosen for their ability in instruction and guidance rather than proficiency in one sport. Modern educational methods are employed. Camps have changed from having no aims or objectives to well formulated ones based on the campers' wishes, the parents' desires, and the administrations' aims. The practicability of coeducational camping and the combining of mixed racial groups has been successfully practiced. Camp organization has been briefly outlined showing the standards as they exist today differing between types of camps only in degree.

Most camps today base their program on athletics, skills, character education and individual adjustment. It has been only in the past few years that educational institutions have seen the possibilities of the summer camp as a motivating force and as a real life situation in which to stage the learning program. Chapter II will discuss many of the school camps which have been developing in the United States during the past ten years.

## CHAPTER II

### School Camping Programs in The United States

## CHAPTER II

### THE SCHOOL CAMP

#### Introduction

As was mentioned in Chapter I, camping as a definite school project goes back to the time of the Civil War when Mr. and Mrs. Frederick William Gunn of the Gennery School, Washington, Connecticut, took their entire school on camping trips which lasted several weeks. Actually, then, the school camp is the oldest type of organized camp, but unlike Camp Dudley has not had continuous operation.

It was not until 1912 that another attempt was made by a school when the Board of Education of Dubuque, Iowa, cooperating with the Visiting Nurse Association of that city established a summer camp for malnourished school children. Then in 1919 the Chicago schools, with the cooperation of the War Department and the backing of an association of business men, opened Camp Roosevelt-- one of the early public-school camps available for normal boys. The chief organizer of Camp Roosevelt was the supervisor of military training and physical education for Chicago high schools. The camp was not devoted exclusively to military training, however, but included sports, entertainments, lectures, camp fire programs,

citizenship training, craft work, and even academic studies under competent tutors. ROTC work was emphasized in the section for older boys. The program of this camp, incidentally, had considerable influence on the Army's citizens' training camps for men.

One of the early proponents of a widespread system of school camps was J. Madison Taylor of Temple University, who as early as 1917 suggested "that each state provide, as part of its educational system, vacation camps for boys." He recommended especially that camps be provided for boys between thirteen and fifteen years of age. Each summer during these three years he wanted boys to have two months of camping. He was opposed to direct military training of any kind in such camps, but recommended instead a program aimed at health, growth, character, patriotic citizenship, teamwork, group spirit, leadership, nature study, and the development of practical knowledge and skills. He pointed out the hazard in any plan which should become regimented and hedged about with standardized procedures.

By the early 1930's at least seven cities had camps maintained or directed by boards of education: Chicago, Illinois; Dearborn, Michigan; Dallas, Texas; Jersey City, New Jersey; LaCrosse, Oshkosh, and West Allis, Wisconsin. Perhaps there were similar school operated camps in

several other districts as well, but nowhere were the school camps adequate for all the children. The few who could attend usually were allowed to do so only for a short period of perhaps a month or less.

During the past decade a limited number of additional school camps have been established but school authorities have been reluctant to assume responsibility for camping experiences as a part of the educational program. An interesting development of recent years is the school-owned experimental farm, operated by the boys in agricultural classes. Some of these farm programs, as carried out in Pennsylvania, in the Pacific Coast States and elsewhere, provide work experiences and other types of training that approach the concept of an all-year school camp.

The 1944 legislature in the state of New York passed the Desmond School Camp Bill which is likely to have reaching influence. This new law specifically permits school boards to purchase camp sites and to spend school funds for the current expenses of camp operation-- something which school boards usually have not been free to do. The legislation came, in part, because of the experimental work in schools of Chappaqua, Hempstead, Ithaca, Newark Valley, Saratoga Springs, and Sharon

Springs. It eliminates the uncertainty of schoolboards' legal rights and permits a form of financial support other than tuitions and philanthropy. State Aid is not yet available in New York for these camps but the State Youth Commission is considering giving some aid to certain school camp projects.

In 1945 the State of Michigan passed legislation giving the board of education of any school district power to operate and maintain a camp or camps for resident and non-resident pupils for recreational and instructional purposes.<sup>1</sup>

The school harvest camps, sponsored since 1942 in Great Britain by the Ministry of Agriculture and Board of Education, may also influence the school camp movement in the United States. The British camps, for boys fifteen to eighteen years old, were carefully organized and have been supervised and directed almost entirely by school authorities. They have been highly successful not only in off-setting the farm labor shortage, but also as an educational experience for the 20,000 to 30,000 youth involved. In 1942 there were 650 school harvest camps; in 1948 about 1000. The recommen<sup>ded</sup>

<sup>1</sup> See Appendix IV for Text of the Michigan Act.

size for each camp was thirty boys. Already a few school camps similar to the British plan have started in systems in the United States. Undoubtedly, the plan will be carefully studied as to its implications for school camps of the postwar period.

"There is an increased interest in school camps appearing in widely scattered parts of the country. Mr. Van Til writes:

"To the average citizen and to many educators, camping is a pleasant form of woodsy recreation. It keeps the children of well-to-do out of mischief during the summer months. It picks a handful of slum children from the broiling pavements and transplants them to a week of fresh air. Those who have such a conception of camping find it difficult to understand why the National Resources Planning Board says in its charter for post war American Life 'Original: Camping under school auspices is one of the best means of achieving the desirable extension of the school term beyond the traditional nine months.' Or why an American Youth Committee study says, 'To the educators of the future a major mystery of the development of their profession in the first half of the 20th century will surely be the slowness with which camping was adopted as a functional part of the school system.' Or why President Charles W. Eliot of Harvard said, 'The organized summer camp is the most significant contribution to education that America has given the world.'"<sup>2</sup>

William H. Kilpatrick, Professor of Education, Teachers' College, Columbia University, writes in a forward to "Camping and Character!":

"The summer camp as an educational agency has unusual possibilities. The contrast between it and the ordinary school is both stimulating and enlightening. The ordinary school is highly traditional and often forgetful of its educational purpose. The camp is a new venture and willing, at least at the best, to make a fresh attack upon the

2

Van Til, William, "Schools and Camping" Toward a New Curriculum: 1944 Year Book, Dept. of Supervision and Curriculum, National Education Association, Chap. 7 Wash.

problem of education. The school intends, typically, to have its pupils deal only indirectly with life, learning about it from what others have to say. Camp is a place where life is an actual process.

Opposed to school, thus variously handicapped by practices left over from its past, stands the summer camp relatively free. So far it is bound by little or no institutionalism. Having a new aim and being located in remote quarters, it is freer from the traditional outlook of society in general. Apart from the negative demands to allow no harm to their charges there are on the whole few or no insistent demands made on the camp, either by parents or by society, other than the very immediate one of making the youth happy. Not being counted "educative," in the traditional sense, the camp is free--if it will--to be honestly and seriously educative in the true sense.

But in spite of all limitations the summer camp stands as a wonderful opportunity to show both school and home how education may be conducted on the inherent demands of education and life, two names for the same process if only we conceive them adequately."<sup>3</sup>

A quotation by Hugh B. Masters of the W.K. Kellogg Foundation, Battle Creek, Michigan states:

"Recently educators have become concerned about growth and development of the "whole child" and have come to realize children should be out of doors more and have contacts with nature that even the Science laboratories do not provide. There is need for further experimentation on the part of the public schools in order that all children may share in any values camping may provide."<sup>4</sup>

Another indication of this growing interest on the part of educators in camping is stated by Sharp and Osborne:

"Children need a wider range of Experience within the school program. When instructional procedures are confined to the classroom, many fundamental learnings and contacts essential to well rounded development are not available to him. There is a wide general interest on the

<sup>3</sup> Dimock and Hendry ( Forward)

<sup>4</sup> Masters, Hugh B. "A Community School Camp." Elementary School Journal 41: 736-47 (June 1941)



part of schools in camping projects. The president of the Progressive Education Association has recently appointed a committee to survey the present status of cooperation between schools and summer camps and to develop a program that would explore the ways in which development of closer working relationships might take place."<sup>5</sup>

A final quotation will suffice to indicate the growing interest in the School Camp and the known values to be obtained from the camp by the child. Olsen in his book School and Community says:

"We spend thousands or millions of dollars to build and equip large school plants which become, in primary effect, temples of vicarious learning. How constantly we continue to ignore the real world so pregnant with fundamental meaning, with concrete learning opportunities, with direct educational experience! Sometimes, to be sure we have arranged Nature and Science excursions into the countryside; most of the time, however, we have merely smuggled Nature into our schools in the forms of classroom plants, aquaria, zoological exhibits, flat pictures, slides, movies, and the like--all too frequently, unrelated to our highly-graded and compartmentalized curricula, usually devoid of their normal habitual relationships, and always meager substitutes for living reality.

Furthermore, our city schools have typically remained indifferent to the non-academic purposes of education--among which is the development of each pupil as a well-integrated personality, psychologically adjusted within his group and socially sensitive to his citizenship responsibilities in the local, regional, national, and international community areas. How can teachers exemplify for their students those essential qualities of genuine loyalty, initiative, cooperation, and the like when the environment within which they work offers minimum opportunity for vital give-and-take? Even school excursions and surveys, advantageous as they surely are, do not provide the real social experience of students and teachers living and working together not six hours each day, but rather twenty-four! Only extended field study and full-time camping offer this maximum experience in group living.

<sup>5</sup> Ibid.

We talk much, these days, about the importance of teaching democracy in our schools. Yet democracy, like religion, must be lived to be understood. And it must be vividly lived and concretely experienced if it is to take definite shape and assume a depth of meaning in the lives of youth. Our students must therefore be given every possible opportunity to live, plan, and work together in a simple, dynamic, democratic environment. For this diagnosis there is no better prescription than that of the well-organized camp experience.

Camping is thus a superb bridge between school and community. Perhaps it comes closest of all our ten approaches to being a continuous, direct, and responsible personal experience with the realities of our natural environment. Camping:

1. Provides sustained experience in democratic living and community service.
2. Fosters intimate appreciation of Nature.
3. Promotes health through developing outdoor interests.

Camping introduces the child to the world beyond the city streets, to the world of Nature and the world of personal work. In very real fashion, creative camping bridges the gulf between city and country, as well as that between school and community. Camping is thus a potent instrument of social democracy as well as of functional education.<sup>6</sup>

In answer to the question then of why should school camps be developed it can be answered that they represent a valuable educational development recognized by many leading educators. It is essential, however, that the entire camp program be built directly around the needs and interests of young people and not around the academic requirements of the traditional school curriculum. The program must be both informal and functional, and the camper-leader relationship must be comradely and human

<sup>6</sup> Olsen, Edward G. School and Community, pp. 226-228

rather than officious and strict. The basis for a successful school camp is that the traditional school procedure and curriculum and pupil-teacher relationship be forgotten, in the camp and an entirely new philosophy develop. The chief limitation upon school camping today is academic tradition.

Before developing our "blueprint" for California School Camps it would be well to investigate School Camping programs as they have developed in the United States thus far. According to Mr. Pittinger in the Curriculum Journal, most schools have areas of submarginal land near them which can be developed into a recreational area and school camp. There would be no objection to the project being a community development, primarily for the school, with the responsibility for it being taken by the school. The presence of space for truck gardening or for crop or livestock production to assist in supporting the camp are features to be considered as is the presence of native building materials. It is not desirable that the area be completely developed in the beginning. While some development itself should precede occupation, the development itself should become the chief work project. The development done as work projects should be of a permanent nature and not a wasteful dissipation of effort. The opportunity for functional instruction in construction of buildings and

roads, landscaping, and conservation of soil, forests, and game should not be lost. Every activity that is undertaken in camp should be deliberately undertaken and planned because of its educational values. The great advantages of having a camp program as one of the facilities of public education is the opportunity to make so much teaching functional, to correlate the school program and the camp program. The camp would be expected to contribute to the realization of the objectives of physical and general education and to understandings in human social relationships. Camp life takes away the prestige of wealth and social position of the student's family and puts him on his own to prove his right to leadership by his performance at the tasks set. The classroom teachers who assist in the program likewise benefit from the deglamorizing experiences of a work camp.<sup>7</sup>

The types of educational camps in existence today can be listed under three classifications: The work camp, the day camp, and the extended period recreational-educational camp.

#### The Work Camp

The work camp came into existence during the depression years in the nineteen-thirties and became more firmly

<sup>7</sup> Pittinger, A.O. "School Camps: A Needed Postwar Development," Curriculum Journal Vol. 9 No. 2, Oct. 1943

established during the war period. A work camp, according to the National Education Association, is a camp in which a group does manual work on a project of social benefit. Consequently the camping purpose becomes service-centered rather than recreational.<sup>8</sup> Olsen says that the work camp is the newest kind of camp in terms of basic purpose, its primary goal being to develop individual character and skill through organized and socially-motivated manual labor devoted to community improvement.<sup>9</sup>

In a recent article written on the subject of work camps, Eric W. Johnson states:

"During recent years it has grown clearer that there is a formidable gap to be bridged between the often sterile, academic education for citizenship in the classroom, and the vital, dynamic complexities of the "Real World." The American Youth Commission emphasizes the idea that methods of instruction should be less bookish and artificial, more concrete and informal, should require more physical activity, and should attempt to take on something of the spirit of real life situations."<sup>10</sup>

The American Youth Commission estimated that over four million people in the United States have been connected with work camps up to 1942. The Civilian Conservation Corps accounted for about 2,500,000 of these. The main emphasis of the C.C.C. camp was on vocational training and relief from unemployment, however a major

<sup>8</sup> Van Til, William: Schools and Camping In Toward a New Curriculum: 1944 Year Book, Dept. Of Supervision and Curriculum, National Education Association, Ch. 7, Wash.

<sup>9</sup> School and Community pp. 228-229

objective was to build citizenship. Education in these camps was limited to discussion forums and lectures, with occasional flag and citizenship ceremonies. Although the C.C.C. camps are examples of what can be accomplished through work camps they were not basically educational experiments.

The National Youth Authority resident centers are the second largest groups of work camps. In 1942 these centers maintained over 600 camps, employing about 35,000 young men and women. According to Aubrey Williams, who was N.Y.A. Administrator, the N.Y.A. camp is more than a work experience center; it is also a citizenship experience center.<sup>11</sup> The best example of an N.Y.A. camp was their Quoddy Village in Maine, where 500 boys from 17 to 25 were employed. They elected their own mayor and fifteen councilmen, with a real political campaign and secret-ballot elections. These officials through a committee system had genuine responsibility for the efficient operation of the work project, for recreation, food, social affairs, housing, safety, and through a village court, for enforcement of law and order, and maintenance of justice. These camps like the C.C.C. camps are a step in the right direction, but are not truly educational.

<sup>10</sup> Johnson, Eric W., "Work Camps: A Challenge to Educators." Social Education Vol. VI No. 2 Feb. 1942 pp. 66-69

<sup>11</sup> Ibid.

Work camps have also been established under school auspices. In 1938, with the cooperation of the Ethical Culture Schools and the Lincoln School in New York, the George School in Pennsylvania, and the American Friends Service Committee, the P.E.A. set up a work camp for twenty-five high school youth. In 1939 they added two more camps.

Since 1934 the American Friends Service Committee has conducted work camps for college students in areas of social tension and conflict and in the summer of 1941 The International Student Service, backed by numerous prominent American liberals, sponsored six work camps for college students. These camps put emphasis on community study and education.

The Associated Junior Work Camps have organized several interesting experimental camps. The first camp was conducted on The Hudson Guild Farm run by a settlement house in "Hell's Kitchen" district of New York. The camp in contrast consisted of 24 boys and girls of upper high school age along with five adults, all from the upper middle class families and were from entirely different cultural groups than the men and women and children attending the Hudson Guild Farm. The group had volunteered to rehabilitate a delapidated farm house and build and paint a barn. When the young people went to work on the delapidated farm house, the girls helped take care of

the small children so that the mothers might have a holiday, baseball games and parties between the two groups developed and in general a neighborliness with insight and understanding were the results.<sup>12</sup>

Other Junior Work Camps were established; one in a Kentucky Mountain Community where work campers from the city lived and worked side by side with boys and girls from Pine Mountain; another was established; in Connecticut through an arrangement with the State Forestry Department. The Forestry Department supplied tools and advisers and the campers built trails, tagged trees and plants, rebuilt foot bridges. Both boys and girls worked on these projects.

The main theme behind these Junior Work Camps was that of voluntary service for the benefit of the community. When the war came these camps continued, but now helped farmers to harvest crops. The question of pay for service arose when this vital work was being accomplished and it was desirable that the campers be paid, but "the idea of service to the community--the kind that cannot be paid for in cash--was not lost sight of. Therefore, in all Associated Junior Work Camps where campers worked for hire, they also gave part of their time and energy to the unpaid service

<sup>12</sup> Associated Junior Work Camps Inc., Handbook 1946



by which they earn their right to citizenship and fellowship in a community."<sup>13</sup>

The University of Nebraska School of Agriculture conducts an interesting work camp experiment in the "Cattle Ranch Country of Western Nebraska". Its purpose is to instruct town and city boys in "the fun, the work, and the lore of ranch and farm." To introduce them to the "Cow country"--"its vegetation, its economy, its drastic history and life." The boys get the rich experience of driving a tractor, forging iron, repairing farm motors, and exploring the grasslands on horseback. All this is coordinated with basic instruction in agriculture. The theme of the camp is rural life in the plains area. Boys learn the art of riding and caring for a horse, how to handle cattle on the range, the breeding of livestock and the history of the cattle range, about grasses and grassland management, and about crops and soil. In the evenings the boys play football, basketball, and other games. They also learn Western ballads and songs. By living together in the dormitory and learning together in the field they develop tolerance and cooperation. A livestock show is staged at the close of the session as a climax. This is a real educational

<sup>13</sup> Ibid. p. 10

experience although limited to one phase of education, that of agriculture.<sup>14</sup>

During the war, the Wilmington, Delaware, Public Schools operated some worthwhile work camps. In May, 1943, in cooperation with the local Boy Scouts organization and the parents of fifty boys, the schools launched an experimental venture to determine how effective teenage Junior and Senior high school boys could be helping with the asparagus harvest in Sussex County, and also to determine the educational value of such an experience. The asparagus growers furnished the transportation, and camp facilities, the boy-scouts provided camp paraphernalia. The boys worked six to eight hours starting in the early morning. This left a large part of the afternoon for rest and recreation. In July, 1943, three Victory Farm Camps were in operation, two consisting of 42 girls in each and one consisting of 46 boys. The total camp expenditure as far as the public school was concerned was limited to \$1000 for the summer. The following quotation from the Superintendent's Report for 1943 states briefly the outcome of this first summer of camping.

"The Wilmington summer camp program sponsored by the Board of Education was even more successful than I anticipated.

<sup>14</sup> University of Nebraska School of Agriculture-- brochure. Summer Camp for Boys. 1946

Various social workers in the city have called my attention to the fact that there has been a sharp decrease in juvenile delinquency during the summer. Whether our summer program contributed, or if this was due to other factors, I am unable to say. To cover the city adequately would require a more extended program than we had this year. Whether this program would be sponsored by the Board of Education, or the City is a problem which should be considered by the Mayor and Council and by the Board of Education."

In 1944 the program was continued and enlarged upon.

The resources of the schools were used in cooperation with other agencies, a number of day camps were added to the program for younger children. In 1945 for the third year, the camps were operated on the school premises and the camp centers increased from 5 to 9. Many of these camps were not work camps, but day camps and will be discussed in the next section on day camps.

In 1943 Jay B. Nash in an article entitled "The Camping Technique--an aid To The War Effort" brought out the real benefits of the work camp when he said:

"What a supreme opportunity camping experience offers the educational leader who wants to help win the war and the peace. I do not refer to the 'cream puff' play camps, set up for the privileged sons to idle away pleasant summer days. I refer to work experience camps where young people spend part of the day in constructive work and part of the day in play, where experience in games are mingled with those of the outdoors, where young people sing together, talk religion and philosophy together and are offered an opportunity to participate in the democratic procedure; a procedure which must be relived every generation. If these work experience camps could have some such motto as Physical Fitness--Conservation -- Citizenship.

they would offer an opportunity to again live life as a whole. With this personal contact of leader and camper, some of the qualitative aspects of education may be realized.

Work camps can help induct people into the group in such a way that they willingly and enthusiastically will accept responsibilities enthusiastically..... Work Camps can help create a spirit of enthusiasm for society that is not developed by the ritual of flag salutes and hanging mottoes. The individual must give. One cannot defend with enthusiasm that for which he has not sacrificed..... It is an opportune time for local communities as part of the war effort to make the dream of camping come true for every boy and girl. The objectives of the High School Victory Camps: Citizenship, physical fitness, and community service, can probably be implemented best by a work camp program..... If education can be judged on the extent to which young people are inducted into Society that they have a passion to participate in Community welfare, then the camping technique must be utilized more fully by the schools of the nation."<sup>15</sup>

As has been shown the work camp developed first during the depression as a relief measure and expanded during the war into the schools as a patriotic service to the war effort. It now remains to be seen if the benefits derived from a work camp experience will continue their development in the post war world.

#### DAY CAMPS

The United States' Office of Education Leaflet #73 mentions that the beginning school camping program need not be on a large scale; that the least pretentious form

<sup>15</sup> Nash, Jay B. "The Camping Technique-- An Aid to the War Effort." Progressive Education Vol XX, No. 4 April 1943

of camping and the easiest to start is the day camp, with organization and program well-planned in advance. Further, that day camps are of particular value when resources are limited, when children are unable to leave home for more than a day, or when teacher and children wish to plan a day's excursion into a nearby wooded area or park. They afford untold opportunities for using the outdoor-environment as teaching material, as well as for encouraging teamwork in group activity, skill in woodcraft, outdoor cookery and other elements of outdoor life. At any time of the school year, when weather is appropriate, they offer a welcome change from the confines of the classroom. In summer they are one of the popular recreational services of the day.<sup>16</sup>

The Board of Education in New York City was one of the leaders in the field of day camps where a day-camping program was in operation from 1935 to 1941 under the auspices of the Board of Education and the Works Progress Administration. Camp sites were made available to the schools through the cooperation of the New York State Park Commissioner. Shelters, tables, benches, storage facilities, lavatory facilities were also furnished by this source. Park maintenance workers were instructed

<sup>16</sup> United States Office of Education, Federal Security Agency. "Planning Schools For Tomorrow; The Schools and Recreation Services." Leaflet #73 Washington, 1944 pp. 8-9

to take an active interest in the school camps by keeping the sites and lavatories clean, disposing of garbage, and assisting in removing all hazards. Food for lunches was prepared by the city's central kitchen, and its delivery was facilitated by the Board of Education. Food dispensing staffs and lunchroom workers were assigned to each camp by the W.P.A. as were teachers and clerical workers. The activity program was under the supervision of the Board of Education.

In 1942 at Ithaca, New York, a day camp was organized to provide wholesome, health-building experiences for children who were in serious need of such services and who could secure them in no other way. The program is run by the recreation department of the Ithaca Public Schools and is for boys and girls from 7 to 14 years of age. In 1943 admission to the day camp was based principally on the need for child care outside the homes of parents who were working in Ithaca industries. To make possible the establishment of the day camp at public expense the play ground staff was reduced from ten to five, and five teachers were initially assigned to the camp. One teacher was designated as camp director. During the eight weeks of day camping 183 different children were enrolled for a total of 1789 daily visits. Staff salaries were \$675.00, supplies \$203.50; tents and buildings \$183.00. The estimated cost per pupil,

per day, excluding permanent equipment: 41½¢. The camp site is 2½ miles from the city overlooking Cayuga Lake and its use is donated by a private individual.<sup>17</sup>

Another day camp experiment also in the State of New York is that at Saratoga Springs. This day camp is sponsored by the board of education and the child care committee of the Saratoga War Council. Its purpose is for the supervision of children from 5 to 14 whose parents cannot be with them during the day. The following children are eligible: those whose mothers are working outside the home, those whose fathers are working on night shift, children of men in the service, children of widowers or children whose mothers are incapacitated. Fifty-nine campers attended in the age group 8 to 14 and 46 in the age group 5 to 7. Some of the activities participated in at the Camp are shop, swimming, arts and crafts, hiking, wading, organized games, commando training, music, reading, story telling, picnics, and field days.<sup>18</sup> In a personal letter from Willis Gale, Camp Director, he states that now since the war is over they plan to continue the program and that state aid is received instead of federal aid.

<sup>17</sup> "A Summer Day Camp--an Experiment in Recreation,"  
An Ithaca Public Schools Report 1943

<sup>18</sup> Clippings from The Saratogian for Wednesday, Aug. 16, 1944

The Wilmington, Delaware Public Schools, conduct, in addition to the work camps mentioned previously, a system of day camps. From the 1943 Superintendent's report the following is quoted showing the reasons for establishing the Wilmington Day Camps:

"To further meet the generally recognized needs of children and adults living under the tension of Wilmington's expanding war time activities, a new type of summer school program has been developed for the year 1943. It serves not only 5% of the children who failed to meet the academic requirements essential for promotion, but also the 95% who have an equally important need for using the long vacation period constructively. The program is the result of planning by principals and representatives of social agencies in the community. It provides the following services:

"Instruction to enable junior and senior high school students to graduate six months earlier than they would under ordinary conditions."

"Clinical teaching for children at the elementary level who need help in reading and arithmetic, in four centers distributed throughout the city."

"The operation of three white and two colored schools as day camps in neighborhoods not adequately served by other recreational facilities. Committees of parents and other interested persons in the neighborhoods adjacent to each day camp center have cooperated with the principals in planning for and organizing programs and securing needed equipment..... Activities carried on in the day camp programs included opportunities for work such as making things for Junior Red Cross; for free and dramatic play; for listening to and telling stories; for listening to music; singing; games; working in the crafts; painting; reading in the libraries; for hiking to explore the out-of-doors; for excursions into the community to investigate various aspects of its life."

These school camp centers in Wilmington had an enrollment of 600 and an average daily attendance of 460 in 1943.

19 Superintendent's Annual Report, Wilmington, Delaware, 1943



The staff of the school camp centers had a workshop to share the experiences of the different centers, to consider problems that were arising in connection with their work, and to work out ways of improving the program. In 1944 the same camp policy was continued and although applications were received for additional centers, they could not be granted on the regular Board appropriation of \$2900. Federal aid was sought but denied because the Federal aid program was withdrawn for a time. In 1945 as a result of community support the number of camp centers was increased and the activities in that year meeting the needs of younger and older children included games, arts and crafts, music, dramatics, work and service activities, sale of bonds and stamps, hikes, nature and science trips and in four of the centers remedial teaching was offered. According to the Superintendents' report for August, 1945, the children in these camps demonstrated their ability to plan cooperatively and to carry through to a successful completion a wide range of activities; to assume increased responsibility for cleaning and caring for buildings; to provide and to develop leadership for and within the group. Showing the increased interest in the Summer Camp program in Wilmington, the enrollment increased as follows:

1943-----	600
1944-----	1200
1945-----	1575

Michigan, whose leadership in camping will be mentioned in the section on "The Extended Period Camps", has several outstanding day camps. In Dowagiac, Michigan, a large parcel of resort property in the lake section of southwest Michigan was purchased by the E.R. Fitch Foundation, an endowed nonprofit corporation concerned with the welfare of boys and girls of the area around Dowagiac. The development of the project was assigned to the board of education. A day camp program was developed and children were transported in the school buses. Several acres were cultivated under the direction of the Smith-Hughes agricultural teachers. Produce raised in the garden by the campers is used in the daily menu of the camp. In addition many quarts of tomatoes, green beans, corn and other vegetables were canned for use in the school hot lunch program. Paid personnel selected from the school staff, together with older boys and girls who volunteer are in charge of the camp. Salaries are met jointly by the board of education and the foundation. The school nurse and the home economics teachers give needed supervision in their special services. The program consists of hikes, handicraft, story telling, treasure hunts, stunts, swimming, and some work project. The camp is open evenings and week-ends to adults. Since its beginning in 1941 the enrollment has increased yearly and has helped solve

the summer leisure time problem for this community.<sup>20</sup>

In Baltimore, Maryland, a different kind of a day camp has been in operation for over eight years with an entirely different purpose. This camp is for boys who could not satisfactorily adjust themselves in any of the many curricula available in other schools. It provides a camp-like situation totally unlike the traditional school. Its aim is to provide at once the motivation and opportunity for new and different activities to fit the personal and social needs of pupils who have failed to adjust to the traditional school program. The guiding principle has been to make use of each boy's strengths to overcome his weaknesses. "The school camp is founded on the philosophy that every boy has intrinsic worth, that he is unique, that he should be studied as an individual that the causes of his acts may be interpreted."<sup>21</sup> The following is a partial list of the activities and benefits connected with the camp program:

1. Some boys build fish ponds, build health, build new interests.
2. Boys harvest their own food.
3. A new sense of values is found in creating something worthwhile such as cottages etc.
4. They learn the meaning of responsibility through care of animals.
5. High I.Q. boys find a new challenge in such games as chess etc.
6. Through the happy care of animals they learn, love, and grow.

<sup>20</sup> Lewis, James A. "A Small School System takes over Community Recreation." The Nation's Schools. Jan. 15, 1946 pp. 22-23

<sup>21</sup> Baltimore Bulletin of Education--A Journal of The Public Schools of Baltimore, Maryland. Vol. 23, No. 4 (April, May, June 1946) pp. 125-132

7. By cutting rails for corals they learn skills and calculations.
8. Mixing concrete and laying stones they learn to work together.
9. Laying the foundations for buildings they lay the foundation for character.<sup>22</sup>

Nothing about the program is artificial--simply stated, the program is this--the boys run the farm or camp. As to the results, it was found that 85% of the boys who came to the camp school returned to regular schools or entered employment successfully, having improved in ability to work with others, to follow, to lead, to undertake a job and to see it through. Visitors comment upon the happy spirit which prevails, and upon the camp pride which the boys exhibit. The results are due to careful planning and hard work on the part of the staff and the psychological and social "climate" in which this group of young personalities have been nurtured and shaped. The enrollment is about 65 boys taken from all the unadjusted school boys throughout the city. The main requisite is that the boys want to go to the camp. The preferred age is 12 or 13 and most of the boys remain at the camp for a year or a little longer. When the time comes for a boy to leave, extreme care is taken to pick the right school and tests are given to determine his academic grade level. Not only is the proper school selected but also the proper

<sup>22</sup> Ibid. p. 127

class and teacher. The per pupil cost is slightly more than twice the corresponding figure for the regular elementary schools in Baltimore, but if such camps can bring about desirable attitudes and new responses on the part of the boys who had been exhibiting anti-social tendencies a great deal will be saved in institutional care later on.

In Atlanta, Georgia, the Public Schools cooperated with many character building agencies in the establishing and operating of camping programs. Several of these will be mentioned in the next section on the "extended period camps." In the Superintendent's Annual Report for the school year 1944-45 the following is quoted concerning the day camps:

"Perhaps the outstanding feature of camping for the year was day camping sponsored by the school department, the city park department, and organizations affiliated with the Community Fund. It is estimated that more than 5000 children participated."<sup>23</sup>

The Superintendent of Schools states that the schools' part in developing these projects is largely one of cooperation with such character building agencies as the Camp Fire Girls, Girl Scouts, Y.M.C.A., and several churches. During the War Emergency the Atlanta Board of Education made the school buildings available to all the

<sup>23</sup> Jarrell, Ira "Making Americans". Superintendent's Annual Report to the Board of Education, Atlanta, Georgia (1944-45) p. 51

agencies working with boys and girls in the community. This plan proved most satisfactory and the policy is being continued. The agencies come to the school department for assistance and the plan is worked out with the superintendent or one of her assistants and the principal of the school whose building is to be used. A number of the agencies use school teachers as part time members of their staff and many Atlanta school people serve as agency board members.

In Washington, D.C., a day camping program has been in operation since 1942 and has become increasingly popular. It is one of the most important phases of the summer program according to Milo F. Christiansen, Superintendent of Recreation. This Day Camping Program does not come under the Public Schools of Washington but under the Recreation Department. Its program is similar to other day camp programs previously mentioned.

In concluding this section on the Day Camp it can be stated that although they are not real camps, as we think of camping, they do serve a useful purpose in education by following a well planned program and definite values are gained by the campers. They are inexpensive to operate (with the exception of the special day camp or farm conducted by the Baltimore Board of Education.) They do bring many of the benefits

of camping experiences to children who would otherwise be deprived.

#### THE EXTENDED-PERIOD CAMP

The "extended-period camp" is the type which most people associate with the typical summer camp. This is the type that many educators are striving to incorporate into the regular school program. The "day camp" and the "work camp" serve a definite purpose as was mentioned previously and in many cases may be the forerunner to the "extended-period camp" for a particular district. The "extended-period camp" is more expensive to operate; it takes a greater amount of organization; and it brings in many complex problems requiring a skilled, trained staff in order to function smoothly. The values which the camper receive, however, are many times those received in other types of camps.

A number of public-schools in the United States have entered into this extended-period camping field. In most instances the initiative has been taken by individual cities or school boards.

In Michigan, however, a unique setup has been established with the State Department of Public Instruction

and the State Department Conservation entering into a joint enterprise designed to more effectively use the State's natural resources in the process of education. This enterprise was started because of the need for more direct learning experiences for youth in contact with reality, plus the opportunities that the out-of-doors brings to a crowded mechanized industrial society.

The enactment of Act 170 in the 1945 session of the Michigan State Legislature enables school districts to operate camping programs as a part of the regular curriculum.<sup>24</sup>

The education-conservation problems in Michigan are being ironed out through the enlargement of the Department of Public Instruction Division of Health, Physical Education, Recreation, School Camping, and Outdoor Education. The policies are determined jointly by the two Departments, and its activities are guided by an advisory committee representing public and lay groups. Some of the activities contemplated are:

1. Research in outdoor education and camping.
2. Development of more effective avenues of education in the wise use of natural resources.
3. Providing consultant service to schools and the other agencies interested in camping and outdoor education and conservation education.

<sup>24</sup> See Appendix IV



4. Advise boards of education in the acquisition and lease of properties as permitted by the Legislature under Act 170.
5. To engage in consultative and stimulatory efforts in related teacher education through existing teacher education agencies.
6. To develop, in so far as possible, an appropriate program of adult education and recreation through existing facilities, both school owned and those under the direction of the Conservation Department.
7. Stimulation of experimentation in the various types of school camping, especially the use schools can make of state lands in camping programs.
8. To develop lines of departmental action with other agencies of state government that have a common interest in outdoor education and camping.

Long before the passing of Act 170 an experiment in year around camping was carried on in Ann Arbor, Michigan.<sup>25</sup> In May, 1935, a group of 110 boys were selected by their teachers who were instructed to pick boys with such problems as the following: economic, social, or emotional inadequacy in family, serious behavior problems indicating potential delinquency and in some instances actual court offences, and several cases in which potential leadership and special skills were not being developed under prevailing conditions. At the same time a control group of similar composition was chosen for the purpose of observation and comparison only. The

<sup>25</sup> Levy, Marshall H. "The Ann Arbor Boy Guidance Project." Report of Seventh Annual Camp Institute. Monograph, IV pp. 55-64

experimental group of 110 boys spent the summer at the University of Michigan Camp for Boys. At the close of the summer the boys returned to the city but the project continued without a break. The core organization consisting of five senior counselors, two graduate research assistants, and the project director continued throughout the winter to carry on a camping and guidance program so that the diagnosis process continued. The project was set up on the basic assumption that it is the community's responsibility to give its future citizens a fair opportunity for living self-directed, well-balanced lives. In order to carry out this community responsibility, the power and scope of governmental and other tax-supported agencies appeared necessary. It was recommended that a thorough investigation of the possibilities of the public school system, the Police Department, the Juvenile Court, the Municipal Recreation Department, the City or State Planning Commission, and the Department of Public Welfare be made to ascertain their guidance possibilities.

That this experiment did help to influence educators in Michigan is shown in the two year--around camps and the many other school camps operating summers only and part-time at other seasons. Lewis C. Fay in an article on School Camping says:

"When William Wordsworth wrote, so long ago, 'Come forth into the light of things; let nature be your teacher,' he was not likely thinking of school camping. But he might well have been." "For school camping--in Michigan at least--is emerging as a significant school-out-of-school experience, where, close to Nature, children practice living graciously together, learn to cooperate in the general weal, and, with nature herself as teacher acquire meaningful knowledge of the physical world."<sup>26</sup>

The general objectives in the Michigan camps are experience in social and healthful living, scientific exploration, and purposeful work experiences. Emphasis is placed on "living together" and "learning by doing." (The two year-around camps are coeducational and for grades five and six.) The children do the planning while the counselors stand by to offer occasional suggestions. The fifth and sixth grade age level was chosen because at this age children appear to have acquired some independence from home ties. An average of from 50 to 70 children attend each two week period, throughout the year, with dollar-per-day food and lodging expenses paid either by parents or through other means. In all localities sending children, private and social agencies will see that no child is denied the camp for money reasons; and in some places, camp funds are built through student activities.

A different approach to educational camping was taken

<sup>26</sup> "School Camping--An Experiment in Living". Michigan Education Journal. April 1946

by the Tappan Junior High School in Ann Arbor, Michigan. In 1931 the faculty of Tappan Junior High School decided that pupils should have the opportunity of studying their state by first hand observation and experience as well as in the classroom. In order to make this possible, a tract of over 200 acres of sub-marginal, tax delinquent land about 175 miles north of Ann Arbor was purchased at a tax sale. Children, parents and teachers earned the necessary amount by various money-raising activities such as box socials, card parties, rummage sales, school plays, etc. An interested parent provided an old truck on which shop classes built a box with stake sides. In this truck groups of about 30 students, accompanied by 2 or 3 teachers, began to make trips to the newly-acquired property on which was erected a tar paper shack for protection from the elements.

For 9 years this site was used. Gradually the number and variety of stops made enroute to and from the camp were increased. Some of these included a trip through the state capitol building, an oil refinery, a coal mine, a beet sugar plant, a tile and brick kiln, an automobile factory and other stops. By 1940 it was decided that the original site should be abandoned due to lack of opportunities for development. Five years before a new school bus had supplanted the old Reo truck.

Between 1940 and 1941 a second bus was purchased, a new site was bought and a log cabin erected. The new location was on the bank of a trout stream with plenty of room for expansion.

In 1941 all trips to the camp ceased, the bus was sold and Tappan pupils, parents and teachers concentrated upon doing their part in the war effort. In the fall of 1946 trips to camp were again started. Over 165 pupils out of an enrollment of 418 went to camp. Five different groups went for three day periods each. Each group returns by Friday afternoon. Counsellors are the regular teachers whose classes are taken by other faculty members who remain behind.

The camp is operated by the faculty camp committee which plans the program, administers the trips and evaluates the project with the help and approval of the entire faculty. A student committee helps with the care of equipment, promotes the project and acts as a liaison group between the students and faculty. Parents provide financial support through the P.T.A. as well as serving on a bus and camp committee that may approve the purchase of property, a bus or act in an advisory capacity. One teacher is the camp director in the sense that he prepares all groups for their trips to camp and is chairman of the faculty camp committee.

The camp property itself is used as a base of operations and a focal point or objective so far as the total excursion is concerned. While at camp pupils work together in crews to gather firewood, cook, wash dishes, clean the cabins and grounds, and plan campfire and games programs. Some time is spent in studying the fauna and flora of the region, becoming acquainted with the local residents and community and learning about the region itself.

Educationally, the camp project is a part of the broad excursion program which includes trips to many of the important cities and points of interest in southern Michigan at some time during the three year junior high school period. A regular schedule of trips is organized for each grade. For the first six weeks of the fall semester all class activities in all grades are centered on the study of Michigan, its resources, people, industries, and geography with the camp trips the center of such interest. In every class there are opportunities to build the curriculum around this idea. English classes read folk lore, legends, poetry about early days in Michigan, loggers, trappers, lumber barons; Food classes make up shopping lists, buy the food; check the orders, pack the supplies, and handle their own bills; general math classes keep the camp and bus expense accounts;

social studies groups study the history of Michigan; its geology and geography, government. Art and Science classes have numerous opportunities to develop new projects and acquire new learnings to enrich their curriculums. The possibilities are prodigal.

The State Board of Education in Michigan in outlining some of the specific desirable trends and lines of action in education lists the following for school camping and outdoor education:

1. The development of a plan of joint action between the Superintendent of Public Instruction and the Department of Conservation in order to make the best use of resources and staff of both departments in the interest of the education and recreation of the people of Michigan.
2. The appointment of a representative advisory committee on school camping, which, with the staff, would direct efforts along the following lines:
  - a. Study and research in the curriculum, personnel, teacher education, and finance in school camping.
  - b. Survey and study of need, planning, and design of camping facilities.
  - c. To explore, with the Department of Conservation, effective ways of utilizing state lands and resources by community schools through school camping and outdoor education.
  - d. To stimulate schools that are interested and ready to attempt experimental ventures in year-around camping, day camping, weekend camping, and excursions or travel camps.
  - e. To advise boards of education in the acquisition and lease of properties for camping, as permitted by the Legislature under Act 170

- f. To demonstrate, through school use, camps and facilities on state lands which are available now, and others that might be developed through the Department of Conservation.
- g. To use, effectively, school camps already in operation, such as St. Mary's Lake, Clear Lake, Indian Lake, and others in the study and development of programs throughout the state.
- h. To work closely with the Michigan Secondary School Association as a part of, and through, the Outdoor Education Committee.
- i. To develop and exchange information of ideas with other states and other organizations that have now<sup>27</sup> or may develop, programs of school camping.

According to a Michigan State Department of Education circular on camping and outdoor education, Michigan thinks that: education has, in the past, tended too much to be formal and limited to classroom teaching of facts. Great numbers of children have been crowded into school buildings with little opportunity to explore the out-of-doors or to live together and learn in small groups such as a camping situation might provide. While the schools have made some use of the out-of-doors in teaching through field trips, agriculture projects and excursions, there is great opportunity for more outdoor education through day camping, summer camping, year-round camps, nature trails, travel and field study. Such experiences offer direct



learning opportunities in social living, health, work, science, and recreational skills. Schools in Michigan may now acquire, maintain, and equip camps to carry education into the out-of-doors. Such an extension of the school program will raise many problems that must be studied at the local and state levels, such as the selection of learning experiences that can best be done outside the classroom, selection of camp sites and development of facilities, training of teachers, finance, use of community resources, and the coordination of local and state agencies that have service to render in outdoor education.

New York City is another leader in the long-term educational camp. Ten years ago on September 15, 1937, the Committee on Instructional Affairs of the Board of Education, of which Johanna M. Lindlof was chairman, submitted the following resolution to the Board of Education of the City of New York.

"Resolved, That the Board of Education request the Superintendent of Schools to appoint a committee consisting of members of the Board of Superintendents, the Director of the Bureau of Attendance, The Director of Extension Activities, and such other persons as the Superintendent of Schools may select, for the purpose of considering the advisability and feasibility of conducting a camp for underprivileged children, under the auspices of the Board of Education of the City of New York; and, be it further

Resolved, That this Committee, if it be favorably inclined to the conducting of such a camp, be empowered to develop a comprehensive though tentative plan for such an undertaking; and, be it further

Resolved, That the Superintendent of Schools be requested to submit his report to the Board of Education on or before February 1, 1939." 28

The resolution was adopted by the Board and a committee on summer camps was appointed. In May 1938, the Committee made the following recommendations to the board:

1. That \$2000 realized from proceeds of football games be used to send 50 children to a privately conducted camp for a minimum period of 4 weeks, the camp to be selected by the Board.
2. That the 50 children be chosen by the principals of five specified schools, each of whom would select 10 children, first obtaining the necessary parental consent.
3. That a committee on evaluation do a comprehensive piece of work in studying results in terms of health benefits, behavior, attitudes, etc., with a view toward further consideration of a more general camping program in the future.

This resolution unfortunately lost by a tie vote of 3 to 3. In 1939 Mrs. Lindlof again presented a camping resolution to the Board and it was defeated 4 to 3.

Mrs. Lindlof then determined to gain public interest in her cause and the proceeds of a "Pageant" performed by 1000 school children was turned over to the camp committee amounting to \$3730. Many educators donated their time for meeting to analyze the objectives of education and educational camping. Then a camp was selected which was

28 Johanna M. Lindlof, Camp Committee for Public School Children bulletin. "Adventures in Camping", p. 9

already in operation and Life Camps came closest to meeting the requirements. The Director was Dr. Lloyd Sharp and he had three camps ideally situated which could accommodate both sexes. It was agreed that the selected New York school children would be accepted for one month each at \$45 per month, per child; that records, as specified would be carefully maintained by schools, social workers, counselors, etc.; and that it would be the objective of the committee, where-ever feasible to return each camper for a period of at least three summers. The seven principals serving on the original committee undertook the selection of campers for each of their seven schools. From the financial point of view it was agreed that no child whose parents could afford to send him or her to camp would be selected. However, not only were underprivileged children accepted, but some came from middle-class homes where the parent, while earning enough to support his family, still could not afford an undertaking of this type.

The following summer funds were exhausted, but under the Honorary Chairmanship of Mayor La Guardia a campaign to raise the amount needed was begun. Several hundred laymen, including Mrs. Franklin Delano Roosevelt and former Governor and Mrs. Herbert H. Lehman, and hundreds of teachers, accepted membership on the drive committee.

In 1940, Mrs. Lindlof made plans so that Negro children could also enjoy camping. The committee considered those camps in which there was no segregation. The Pioneer Youth Camp under the directorship of Dr. Walter Ludwig was selected. The arrangements were the same as in the Life Camps.

After each summer camping season the daily logs and final reports of counselors were studied. A social worker employed by the committee went into homes to interview children and parents. She also visited principals and teachers and copies of the physical and social records were given to the schools. Teachers studied the camps' detailed reports on the individual children, and found them helpful and were guided by them. Winter week-ends at camps, home visits, and club work helped as a follow up to the camping season but "much more could have been done had it been an official undertaking of the school system."<sup>29</sup>

The New York Camp Committee members believe that camping is an essential part of democratic education. That it promoted (1) self realization through learning about people, plants, animals, and the surrounding world; through the learning and use of the tool subjects;

<sup>29</sup> Ibid. p. 12

through good understanding and good habits concerning personal and public health; through recreational and intellectual interests. (2) economic efficiency and well-being through vocational guidance and exploratory occupational activities. (3) desirable social relationships. (4) civic responsibility.<sup>30</sup>

The Committee believes that although great improvement has been made in the program of the schools, the education of our children can be made much more realistic if, as an integral part of the process, we provide opportunities for children to live and learn together, out in the country. Here under well-trained teachers and counselors, the growth and development of our children can be guided and directed. This guidance and direction will find roots in purposeful life-experiences. The needs and interests of the children can be made manifest through the situations and problems of a simplified natural and social environment. Such opportunities can be provided most adequately in camps organized and administered for the furtherance of educational ends. Many of the aims and objectives of democratic education can be realized more effectively through a program of educational camping. The program of the school itself would be greatly enriched

<sup>30</sup> Ibid. pp. 22-29

and vitalized if all of the pupils were provided with significant experiences of camp life.<sup>31</sup>

Therefore the following recommendations were set down by the committee:

**Recommendation No. 1**

There is considerable evidence to show that children will gain even more from a month at camp if they go as a class unit with the teacher. It is, therefore, recommended that an experiment be conducted under the joint sponsorship of the Board of Education and the Lindlof Camp Committee, in which several classes will be sent to a camp during the month of June or September. It is recommended that this experiment be set up for the year 1944 inasmuch as problems of food and scarcity of camp personnel make it impractical to conduct it this year.

The classes selected should be in the 4th and 5th year so that the pupils will still be in the same school after returning from camp. Parents should be asked to finance the cost as far as they are able, but the Lindlof Camp Committee will subsidize the project so that all children of the class can attend.

**Recommendation No. 2**

An interest should be aroused among teachers in the camp training school at National Camp located on Lake Mashipacong, in the hope that a number will attend the sessions this summer. Six points of college credit are granted for such attendance.

**Recommendation No. 3**

The Board of Education should include camp facilities in its program of post-war planning. A camp project accommodating 500 children, preferably in 5 units of 100 each, should be planned.

**Recommendation No. 4**

The Superintendent of Schools should be requested to appoint a committee to study in detail what has been done elsewhere in the field of camping as part of the school program and to suggest ways and means in which

<sup>31</sup> ibid., p. 21

the New York City school program can be improved through camping.

Recommendation No. 5

Training in camping should be made a part of the teacher training program at teachers' colleges.<sup>32</sup>

Another camping experiment carried on in the State of New York which will be but briefly mentioned is the Jersey City Sunshine Camp located six miles from Saugeties, New York, under the joint sponsorship of the Board of Education and the Jersey City Medical Center. 135 crippled and cardiac children who are unable to pay any fees for their rehabilitation are selected each year by the schools and the medical center. Boys and girls eat together, but all other activities are carried on separately. The objective of the camp is the rehabilitation of physically handicapped children by conducting a 12 month program. Individual differences are recognized and therapeutic measures used during the year are carried on during the summer with natural sun rays substituted for diathermy. The cost of the camp which operates for nine weeks is \$14,000 a year, shared equally by the Medical Center and the Board of Education.

An educational camp experiment is conducted by Columbia City, Indiana, on Troy-Cedar Lake about eight

<sup>32</sup> Ibid. p. 61

and a half miles north west of the city. The camp is owned and sponsored by the Columbia City Schools and the program is supervised by the members of the school faculty. The fee is \$7.00 per week for campers living in the county and \$8.00 for campers outside the county. In addition to the fee campers are expected to contribute food supplies on the "potluck" plan. Such items as bread, breakfast foods, meats, eggs, cookies, butter, potatoes, fresh and canned fruits and vegetables are suggested. This is not a coeducational camp as the boys and girls attend at different periods. According to the 1945 camp brochure "the camp provides an education in living that cannot be obtained at school or any other usual place of learning. The boy will have the opportunity to develop habits of acting 'on his own'. He will learn to 'give and take'. A boy must be away part of the time from those who have always made decisions for him before he can develop self-reliance and resourcefulness." The camp is set up to give the camper ample opportunity to relax from the many weeks in school and the strain of present day living. The camp also gives occupational guidance supervision and training. The camp program includes swimming, canoeing, boating, boxing, marksmanship, treasure hunts, campfires, hikes etc. The age groups are from nine to fifteen years and the different age groups attend camp at different periods. The counselors, for the most part, are members



of the school faculty.

In Vancouver, Washington, the entire community helped to establish a camp for boys called the Clark County Boys' Camp. This is not strictly an educational camp, but the Vancouver Public Schools was one of the cooperating agencies. In the camp's annual report for 1946 the origin of the camp, its equipment, program, aims, and leadership is shown. In 1946 the camp served 200 boys who came for various reasons. Many came for two weeks of swimming, fishing, and hiking along the Lewis River. Others came because parents, friends, or an agency felt the boy should benefit from the group experience and discipline provided by camp life. The camp faculty served them all encouraging the timid ones and complimenting the non-conformist when they showed improvement.

The camp originated as part of the Greater Vancouver Recreation Association program but many other groups, agencies, and individuals assisted throughout the summer. The Knights of Pythias provided free use of the grounds and water; Judge Eugene Cushing, Superior Court #2, secured the first donation of \$250 to purchase tents; Mrs. Sarah Case's office of the Vancouver Public Schools provided the cots, mattresses, and dishes. Canned food was purchased through Mrs. Case's office at wholesale prices. Mr. Cox, past District Commander of the DAV, secured through the

Vancouver Barracks, used lumber to be converted into a three-sided cook shack. This was built by men who were employed by the Greater Vancouver Recreation Association.

With the basic essentials for a camp--seven tents, a cook shack, and an outdoor latrine, secured by Mr. Patterson from the County Health Department-- the camp sent out applications through the public schools. These were returned, signed by parents, to the school office and a registration date was set. The boys accompanied by their parents registered at the Memorial Building by paying half of the camp fee. Other registrations came from foster children cared for by the Welfare Department.

The staff was secured from Northwest Christian College and the University of Oregon. In each tent there was one older boy, a tent leader, who remained all summer to help the particular boys in his tent. Those tent leaders were local high school boys.

On the first Monday of each period doctors from the County Health Department would come to camp to check all the boys. They would remain for the evening campfire and present either movies or stunts for the camp. Entertainment and refreshments were provided many times throughout the weeks by members of the Optimist Club, the Sheriff and the Police Chief, the City Commissioner and friends from the City Hall. Also helping were men from the Juvenile Department and Judge Cushing who spoke to the boys.

Camp routine proceeded as scheduled beginning on Monday morning. Before noon the boys were inspected for cleanliness, had time to improve their tent grounds and attend classes. Many white-washed rock paths and new trails resulted from this personal attention to the grounds. Tools were arranged for through the City Commissioner. The classes offered were: First Aid, a character class entitled "I Dare You", and Bible history and stories. Every boy had an opportunity to attend each class during his stay at Camp.

Each camp day closed with a campfire. Songs and choruses of the U.S. services, of the Church, and parodies were learned and enjoyed each evening. When visitors did not provide entertainment, Indian stories of the Northwest as well as stories for entertainment were told by the faculty members. Taps, sung by all, closed the campfire.

In Atlanta, Georgia in addition to the day camps already mentioned, the City Board of Education has taken an active part in the extended period camps through close cooperation with the Optimist Club and the Y.M.C.A. During the 1944-45 season practically the entire Inman Park School including the faculty spent two weeks at the Optimist Camp at Lakemont, Georgia. Costs were borne by the Parent Teachers' Association, by donations of the Optimist Club, and by the boys themselves. In earning

their money the boys either found jobs themselves or were furnished jobs by members of the Optimist Club and Others. The principal made the arrangements and supervised the work of the boys on the job. The purpose of this camp was for rehabilitation purposes as the Inman Park School is for the truants and the poorly adjusted students of Atlanta. The camp is used by this group for two weeks in the fall and two weeks in the spring. Also, the boys take week-end outings at a nearby camp. Another program in which the Atlanta Board of Education cooperates is Camp Murph-Y, Rutledge, Georgia. This camp is operated by the Y.M.C.A. for the boys and girls of the Murphy School District. The Atlanta Y.M.C.A., The Hard Labor Creek Recreation Demonstration Area, The Atlanta Board of Education and the Schools of the Murphy Junior High School District cooperated in the operation of the camp for the 1946 season. This is not a coeducational camp as the boys and girls attend at different periods. The cost is \$8.00 a week. According to the 1946 camp brochure students and teachers of the Murphy School district spend many weeks living together in the great out-of-doors and learning from their experiences lessons in self-reliance and cooperation which helped them become better students and more useful citizens. Supervision was furnished by the principals and teachers of the district. Cooperating with

the schools was the Atlanta Y.M.C.A. which leased the camp site and all the camping facilities.

A quote from the Superintendents' report shows what The Atlanta Board of Education thinks of school camping:

"The Atlanta Board of Education and school administration are convinced of the worthwhileness of camping. It is now considered a necessary feature of any well rounded program for youth. The school department is making it an integral part of its work and hopes to expand it when wartime restrictions are lifted."<sup>33</sup>

The American Legion sponsors an educational camping program each year in their Boys' States. In the summer of 1946 over 17,000 high school boys throughout the nation attended these citizenship training camps. Over 2000 adult counselors took part and the total expenditure was over \$250,000. The first Boys' State was held in Illinois in 1935. Soon other states followed and the American Legion adopted the idea as one of its major activities. In an article by M.R. Dodd, Assistant Superintendent of Kanawha County Schools, Charleston, West Virginia:

"Boys' State is primarily a program of education. Its purpose is to teach young men constructive attitudes toward the American form of government. It attempts to teach that our form of government is fundamentally sound; that it needs an intelligent citizenry and a clean, honest, and impartial administration responsive to the will of the people.

The Boys' State Creed says:

American citizenship is my most priceless possession. I believe in the constitutional form of government of the United States of America-- which guarantees me the right to worship God as I choose and, as a citizen, equal opportunity and equal educational rights.

It is my obligation to participate in and contribute my effort to the civic and political welfare of my community, state, and nation.

I resolve to learn and understand government and the civic needs of my community and I hereby dedicate myself to the task of arousing and maintaining a like interest in my fellow citizens.

Therefore may the experience of Boys' State be ever with me as a reminder of my obligation to my country.

Boys' State tries to teach the privileges but it stresses more the duties and responsibilities of American citizenship. And, further, it gives intensive, practical, concrete experience in ways and means of carrying out the duties and responsibilities of American citizens.<sup>33</sup>

At any Boys' State is found a combination of school and functioning government. There are classes in elections, courts, municipal government, legislative procedures, county administration, public safety, health, et cetera. The instructors are outstanding jurists, college or high school teachers, lawyers, and capable public officials interested in youth and America. The boys themselves set up replicas of their own state governments and elect their own state, county, and municipal officials. Their city councils pass ordinances and their state legislatures enact laws. Their sheriffs and state police function. Each citizen learns about his government by actually participating in its functioning. Boys who are chosen for this experience must be an outstanding student in the junior or senior class of his high school. High school principals

<sup>33</sup> Jarrell, Ira "Making Americans". Superintendents' Annual Report to the Board of Education, Atlanta, Georgia 1944-1945 p. 51

<sup>34</sup> Dodd, M.R. "Boys' State." N.E.A. Journal, Nov. 1946 pp.492-493.

and teachers have cooperated in selecting the outstanding students and by furnishing many of the counselors. "The values of Boys' State are widely recognized, High School principals report that the experience of their juniors in these citizenship camps is reflected in their schools the following year; that one of the best leadership assets in the student bodies is that of youth who have returned from Boys' State. Parents are zealous for opportunity to act as sponsor. The boys themselves report that it is decidedly the greatest experience they have had. Many Girls' States, also, are now in operation. Association with other potential leaders gives the youth a continuing interest and seasoned confidence in his ability to assume the obligations of constructive citizenship."<sup>35</sup>

Another example of an extended period camp organized for a definite educational purpose is the Congress of Industrial Organization Camp in Michigan.<sup>36</sup> The C.I.O. Summer Institute although not a school camp is included in this section because its aim is to educate the worker in basic problems necessary to his work and this is also one of the aims of the school camp. The C.I.O. Institute

<sup>35</sup> Ibid.

<sup>36</sup> Kerrison, Irvine, "Functional Workers' Education in Michigan" Social Education Vol. X No. 1 (January 1946) pp. 29-31

emphasizes training for leadership and responsibility. Its basic aim is teaching unionists of diverse religious and racial backgrounds how to live together as well as how to work together. All methods used at the summer camp emphasize student participation rather than teacher domination. In the mornings students meet with the instructors to get information and methods of utilizing that information. In the afternoon workshops, they attempt to work out the problems raised that morning. Evening meetings are given over to talks by visiting specialists. The camp lasts for four weeks, and each week is devoted to one general field. In 1945, for instance, first week students had a choice of union counselling or labor journalism; those in attendance the second week took educational leadership. The third week was spent on collective bargaining; the fourth week was on union administration. The Workers' Educational Service of the University of Michigan did much of the teaching at this labor camp.

In California, San Diego is a good example of an extended period school camp. San Diego has a city-county camp Commission which has turned over to the elementary and high school age pupils in the public schools the facilities of Camp Curjamaca in the Guzamaca Rancho State Park, and Camp Palomar in the Palomar State Park, and will develop as rapidly as possible more camps in mountain.



beach, and desert areas throughout the county so that every youngster from grades 5 to 12 will have a chance, some time during the year, to spend one or more weeks at a community school Camp. "This program for San Diego's youth is the result of long years of hoping, planning, hard work, and continual interest on the part of many people. The city-county Camp Commission, which is sponsoring the present project, is a five-member group formed by ordinance in 1943 in order to develop county camping facilities for youth."<sup>37</sup> This Camp Commission operates the camp in partnership with the city and county school administrators for all public school pupils of San Diego City and County. The Camp period of one week replaces one week of normal classroom work. Teachers accompany their classes to camp, but a permanent camp staff assumes responsibility for camp activities. The camps are well equipped with dormitories, toilets, showers, heaters, beds, bedsprings and mattresses. Other buildings are mess hall, recreation hall, shop, library, sick bay, education building, and staff house. Sanitary arrangements have been made to conform with state and county Health Department regulations. The library which was donated \$300.00 by city and county employees, has

<sup>37</sup> San Diego City-County Camp Commission. "The Community School Camp." (a pamphlet of Precamp pointers for School Administrators, teachers, parents, and pupils.)

available on a permanent or loan basis any materials on camping or other books desired by staff or campers, being serviced by both city and county libraries. The specific program for each group of campers is cooperatively planned by the community camp committee and the staff of camp counselors, with the campers themselves having democratic voice at camp. A director is in charge, an assistant director to supervise orientation of new counselors, teachers, parents, and cadet teachers, counselors specializing in nature and science, arts and crafts, shop and campercraft skills, music, dramatics, and recreation; cabin counselors for supervision of eating, sleeping, cleanup, grooming and other routine activities; a registered nurse, two maintenance men, two cooks and a helper. Attendance is not compulsory; both teachers and pupils go on a voluntary basis. The cost is \$12 for each camper for a week and teachers pay 30¢ per meal while at camp. Transportation is arranged by the Community Camp Committee. The school encampments begin in September and continue weekly until June. It is suggested that the teacher prepare the youngsters to make the most of the week's camping experience, and should aim to integrate that experience with the class-work preceding and following it. Also that she read as widely as possible in nature lore materials and arrange to visit the camp setting well in advance of her groups'

encampment. The teachers' responsibility for camp activities is secondary to that of the permanent camp staff but with her knowledge of the individual characteristics and interests of her pupils, she can be of great assistance to the counselors in their work with the children. Three or four classes of the same grade attend camp at the same time. The activities include:

1. Camp health--safety--living
2. Dramatic crafts
3. Native artcrafts
4. Naturelore and crafts
5. Campercrafts
6. Exploration
7. Hobby crafts
8. Camp games

The entire program at San Diego shows much thought and organization. There may be some defects in the plan such as teachers who are not interested or qualified to participate in a camping program. Or children who do not wish to attend must be provided for. The cost of \$12 for five days may limit attendance. But San Diego has taken a step in the right direction and to quote from the final page of their camp pamphlet:

"The Community School Camp is the last word in American education, and in setting up their camp, San Diego City and County are truly blazing the trail for other American Communities. But the Commission do not feel that this is in any sense merely a fad in education. They believe it is rather a new, important, and permanent trend in the direction of making education truly an influence for democratic living."<sup>38</sup>

<sup>38</sup> Ibid.

One final example of the extended period camp is the group operated by the Youth Authority in California. There are four camps in operation with a maximum number of campers in each camp limited to 60. Boys are assigned to the camp on a pre-parole basis for a period of from ninety to one hundred and twenty days. As the majority of boys are over the compulsory school age, their training and reeducation is based primarily upon work placement rather than return to public schools. Academic instruction that is given in the camp is on contract with the Department of Adult Education of the neighboring school districts. Each instructor must have a California State Department of Education Credential to qualify as an instructor in the camp. Funds for the maintenance of the program come from two sources. Teachers are paid from Adult Education funds of the school districts in which the camps are located. All other camp expenses come from State funds.

The philosophy of the California Youth Authority Camp is to give, in a minimum security situation, work habits and vocational training under constant supervision and guidance by qualified counselors so as to better prepare the young men for normal re-entry into society. For the most part, the boys are trained in some specific vocation at either Preston School of Industry or California Vocational Institute and are assigned to the camp on a

pre-parole basis. Their length of stay there is in no case less than ninety days and in some instances may be for a 4,5 or 6 month period. The camp is a joint cooperative endeavor on the part of the California Youth Authority and the Division of Forestry. The Youth Authority assumes responsibility for the welfare, health and training as well as the custody and supervision; provides all the necessities of life, medical and religious and recreational programs and pays to the boy, 50¢ a day which is deposited in his trust account for use to purchase certain luxuries while he is in camp and as a nest egg when going out on parole. The Division of Forestry is responsible for the work projects and the training for these projects. In addition, the Division of Forestry assumes the responsibility for maintenance of the physical plant and the establishment of new camps.

The work projects vary from fire control to experimental forestry and material maintenance. Each camp provides a program of certain specialities which makes it possible to assign a boy to a camp where the work will challenge his major interest in his previous training.

#### SUMMARY

To sum up this chapter on the Educational Camp it was pointed out that the Educational Camp dates back to the time of the Civil War, but up to 1930 only seven

cities had camps maintained or directed by boards of education. Since 1930 there has been an increased interest in school camps by educators in various parts of the country who believe that a "fresh attack can be made on the problem of education through a camping experience in which students participate in real life situations.

Three types of school camps have developed: the work camp which came into existence during the depression years and the war period; day camps which developed in cities where resources were limited and the need for a summer program of child care was vital; the extended period camp which is expensive to operate, and must be carefully planned and organized, but where the values received are many times those found in other camps.

Many of these camps are community camps with various agencies acting as sponsors and in most cases with the school taking an active part in the camp program. New York and Michigan are the leaders in the field of school camping with State laws designed to promote the camping program. In many cases the results of the experiments in school camping have been enthusiastically set down and the benefits to the camper have exceeded expectations. Many of these communities have taken steps to expand the program and to make camping a permanent part of the school program.

With these experiences in camping as a basis, the following chapter will set down a school camping program for California.

### CHAPTER III

## A SCHOOL CAMPING PROGRAM FOR CALIFORNIA

### Introduction

It was shown in Chapter II that only a relatively few communities have taken up the challenge of camping as an integral part of the educational program. However, camping under the direction of the school is progressing and it will be the purpose of this chapter to suggest a workable plan for California communities.

It was estimated by Kenneth R. Zinn, president of the Southern California Camping Association, that 100,000 children attended the camps each summer in the southern section. The northern section lists seventy-six camps as members and using the same basis the estimate is 75,000 campers each season. A large number of camps in both sections of the State do not belong to the camping association but are included in the estimate. One hundred and seventy-five thousand campers indicates a large number of California youth do attend camps and as a State we are camp minded. However, all youth still cannot attend camps in California and it will be one of the basic assumptions of this blueprint to enable all who wish a camping experience to have one. Furthermore of the several hundred camps in California less than ten have been sponsored by public educational institutions and only



one (San Diego) has entered the camping field as a means of enriching the school curriculum.

There are two main problems to consider: One, The development of school camps in California under existing legislation necessitating the cooperation of other agencies. Two, The development of school camping through new legislation permitting the schools to establish and maintain their own camps and using school funds. It will be necessary for many communities first to organize simple day camps, then to secure the cooperation of community social agencies and governmental departments and operate extended period camps. Finally after many communities have built up an interest in school camping and have demonstrated that the results are worth the cost and the effort the ultimate goal can be reached by pressure on the State legislature for appropriate legislation permitting schools to include camping as part of the educational program. A similar course was followed in the development of school camping in New York, and it was only after ten years of experimentation that the Michigan legislation was passed. It seems probable that a similar pattern need be followed in California.

### BASIC ASSUMPTIONS

In order that the school camping program in California develop with a unity of purpose certain basic concepts or assumptions must be set down. These need not be rigidly adhered to as the plan must be quite flexible to meet the needs of all communities. They are rather to serve as a guide in order to have some similarity in the organizing of the school camps. They can be listed as follows:

1. That attendance be <sup>✓</sup>coluntary. It is not the purpose of the school camp to compel students to attend as in the regular school program, but to make the program so attractive that the desire for attendance will be almost unanimous. This will present a greater problem to the director and school boards for keeping the program interesting through careful organization and for choosing an experienced camp staff.

2. That the camp be coeducational. Careful supervision will be necessary but to form a real life situation it is mandatory that boys and girls work and play together. This will bring about a better understanding of each others problems, and, as was found in The National Experimental Camp of Pioneer Youth of America (mentioned in Chapter I) will help this age group to pass safely through adolescence with healthy sexual knowledge and habits.

3. That the campers be primarily of junior high school age. It is at this age that they will profit by being away from parental authority for a period of time and also it is the age at which a camping experience appeals. It is an age in which education for healthy living is badly needed such as sex education and adequate opportunity for amusements, games, social contacts, hobbies etc. The numbers of this age group need help in their emotional development which the camp can provide by avoiding the arousal of emotions in the course of its own program and by providing relative harmless ways of working off emotions should conflicts arise. At this age guidance in social development is needed. As the "crowd, and cliques" are formed and definite leaders are established. The camp can aid in building leadership and in guiding these cliques along democratic lines and in the right direction. Moral development can be aided through the twenty four hour camp program and the association with counselors chosen for their ability in leadership.

4. That the camp period should be a minimum of two weeks. Eventually a four week minimum period should be the goal. Short periods do not allow the campers to become adjusted to camp life, and it is only after an adequate adjustment period that the full benefits of the camp are absorbed. This camping period will fall during the summer months. When the problem of what to do con-

fronts this age group.

5. That the costs to the camper will be held at a minimum. The only fee the camper should assume is the cost of food and kitchen help. This should be small as inexpensive, nourishing food can be served. The camp committee should make contacts with community organizations in order to collect funds for pupils who cannot afford even this small cost. Student body projects could be arranged for raising such funds. Counselors and staff salaries should be paid out of school and recreational funds and should equal teachers monthly salaries less the cost of food. The buildings and upkeep should at present be borne by the city recreational department through local taxation or furnished by social agencies and eventually through school funds. This will be mentioned later in the section under "Legal aspects."

6..That staff members attend courses on camp leadership and guidance. Several California colleges offer such courses and as educational camping develops in the State it is assumed that many other courses will develop. The University of Washington, San Francisco State College, Mills College, and the University of Southern California have offered courses with credit in camp counseling or training.

7. That with the development of camping in California the State Department of Education will become interested

and provide a suitable staff to outline aids to curriculum and provide research data which will benefit school camps.

8. That an adequate staff will be provided by the board of education including an experienced camp director, counselors, with teaching credentials and having had training in guidance, a resident physician, and other trained staff members to conform with the camp program. The qualifications should conform with the standards mentioned in Chapter I.

9. That an adequate site be provided by city recreation department or community social agencies until such time as the school laws in California are changed to allow schools to purchase sites. The site should meet the standards mentioned in Chapter I and listed in Appendix II and should have facilities for swimming, boating, hiking. It should be located in a pleasant setting not over four or five hours distance from the city, preferably in a wilderness area.

10. That the school camp make no distinction between races or creeds. Y.M.C.A., Girl Scouts, Boy Scouts and Campfire Girl camps have been mingling all races and denominations for many years and although problems have developed they have not been of a serious nature. It was pointed out in Chapter I that the Pioneer Youth of America Camp started as an experimental camp with both boys and girls of varied religions, national, and racial groups

including colored children and that the camp operated successfully. In order to make a real life situation in this school camp and thereby develop the "whole child" it will be necessary to have all groups represented.

#### OBJECTIVES

In listing the objectives for a school camping program we must consider the "long term" objectives involving the development of broad policies for the state as a whole and the "short term" objectives involving the management and curriculum within the individual camps.

Under the "long term" objectives can be listed:

1. Greater use of the State's natural resources by the schools in enriching the curriculum. This can be brought about by cooperation between the State Department of Education and the State Forestry Department as was done in Michigan. Tennessee also has a cooperative Department of Conservation which operated eleven park areas of which six areas have organized group camping sites. Half of these group camping facilities were developed by the National Park Service and turned over to the State. The sites include cabins, lodges, health centers, craft houses, camp fire rings, water front developments, and hiking trails. The State leases these sites to qualified camping agencies and the Department of Conservation enforces minimum camping standards.<sup>1</sup>

Such a cooperative enterprise might be used in California especially for the use of small communities that could not support an individual camp. Several communities could use these sites during the summer months.

2. The establishment of a State Committee for research. This committee would set standards for desirable school camping facilities. It would suggest camping programs that are a part of the curriculum. It would help with the acquisition of sites. It would study camp administration costs and the legal aspects of financing by school districts. It might also study the coordination of educational camping with existing camping programs. The purpose of the committee would be to "smooth" the way through research for the establishment of school camping in California. This would also require much publicity in order to educate the communities and make them "camp minded". An outgrowth of the State Committee would be local committees to study conditions and problems and give publicity to the local school camp projects.

3. The coordination of State and local departments and agencies for assistance in the supervisory and regulatory functions of camp. The Health Department, the Recreation Department, the Social Welfare Department,

<sup>1</sup> See Appendix V for Minimum Standards required by The Tennessee Department of Conservation.

the Parent Teachers Association and other groups that might aid in a camping program should be represented on camp boards and committees. The school camp is to be a community camp and therefore all interested groups must be represented.

4. The training of teachers so that they can become teacher-counselors. The participation of teacher-education institutions in a camping program is necessary if the greatest good is to be derived from the camping experience. Camp counseling should be considered an important phase in teacher-education. A number of liberal arts colleges are now helping prospective teachers arrange for a summer experience in camp. This is based on the assumption that an important part of teacher's equipment is knowledge and understanding of child growth and development and that only through twenty-four hour contact with children in a natural environment can this be gained.<sup>2</sup> Thus the camp will offer the teacher a grand opportunity. However it cannot be advocated that the teacher go to camps untrained and return trained. Camps will need thoroughly trained teachers and therefore colleges must include this training in the educational requirements.

<sup>2</sup> Sharp and Osborne "Schools and Camping" Progressive Education April 1940 pp. 236-241



5. To make educators throughout the State camp-minded through speakers at institutes, principals' conventions, and other gatherings. Both the advantages and disadvantages based on experiments in school camping should be mentioned. A study could be made of the programs mentioned in Chapter II emphasizing the Michigan and New York plans and the San Diego plan as leaders in the field of school camping. The direct result of this camp-mindedness on the part of educators should aim toward the organizing of simple day camps and excursion camps in their communities leading eventually to permanent extended period camps such as San Diego has established.

6. The establishment and participation in national conferences involving the leaders in the camping field. At these conferences information about and knowledge of the operation of other similar programs throughout the nation can be discussed leading to national standards and the distribution of research material of benefit to all camping programs.

The above included the long term objectives designed to cover the State as a whole and leading to the organization of the school camp on a State-wide basis. Under the immediate or short term objectives the individual community and its school camping program will be considered. It is at this level that the real worth of the

school camp can be shown and developed. The listing of these immediate objectives must be done in very general terms as the objectives for various communities and schools will be different. Also it is not the purpose here to break these objectives down into sub-headings nor to include a list of the many objectives which would grow out of major ones. Most of the administrative, parent, and camper aims listed in Chapter I would be considered and included in the school camp. Different camps would stress some, more than others and these aims would vary from summer to summer as the camp staff and the individual camper varies.

Perhaps the nine categories listed by Dimoch and Hendry and set down in Chapter I comes closest to summarizing the aims for the school camp. Certainly the administrative aims taken from the 50 camp brochures and also listed in Chapter I would apply to the school camp.

However, for the purposes of this blueprint the immediate objectives will be listed broadly as follows:

1. Academic aims which are based on the enrichment of the educative process through actual experience.
2. Recreational aims including leisure-time education and health.
3. Social aims which includes social relationships, citizenship, character education and guidance.

The real purpose of the camp will be the fusing of the above three objectives into one real-life situation so

so that the campers can actually learn by living. Unfortunately there is a weakness in this camp idea which should be mentioned here. Camps are removed from ordinary life, and although in so far as possible advantage is taken of the natural environment an artificial organization of necessity is established.

As mentioned in the Standards for Objectives in Appendix II the objectives for the camp should have some real relation to the needs of the campers as well as to the needs of the community. Campers should have a chance to participate in program planning and to form objectives for themselves in the activities in which they participate. In Olsen's book on "School and Community" he says:

"Regardless of the specific objectives sought, however, it is essential that the entire camp program be built directly around the needs, interests, and problem-purposes of young people, not around the academic requirements of the traditional school curriculum..... Campers need continuous challenge to satisfy their creative interests through new aesthetic appreciations and personal associations to develop useful, practical skills, strong and healthy bodies, and a deep respect for the simple, yet essential, requirements of individual and group living close to Nature. All this requires that the Camp program be both informal and functional, and that pupil-teacher relationships be comradely and human, rather than officious and strict. If such a camp program is to be achieved, it will have to be built around the democratic and life-centered philosophy in education. As this is done, school camps can become vital laboratories for rigorously testing the validity of that philosophy in actual real-life outdoor situations."<sup>3</sup>

<sup>3</sup> Olsen, Edward G. "School and Community" pp. 230-231

In developing the Camp program for this blueprint the above mentioned democratic, life-centered philosophy in education will be followed, and developed based on the three main objectives, academic, recreation, and social. In developing these objectives through a fused camp program there will be much overlapping between the recreational, academic, and social and therefore duplication may be necessary. This is desirable as much overlapping takes place in everyday life. Swimming as an example is recreational through the building up of healthful bodies; it is academic in so far as it builds up skills; social in so far as it develops sportsmanship and thereby character. Nature study is recreational in so far as the hiking on field trips is concerned, academic in so far as knowledge is gained and social in so far as the group activity is involved. In this section each activity will be mentioned under its main objective and reference will be made to the contribution to its minor objectives.

Each school camp in order to develop a program must develop a philosophy. In some camps one finds a rigid and stereotyped organization and program. In others they have utilized their natural environment in devising a program so that it affords rich opportunities to campers for contact with the simple processes of living out of doors.

The philosophy for our blueprint will be to make the camp an integral part of the school program by providing an opportunity to live experiences. No daily program will be rigidly followed but groups of campers and counselors will formulate the program for each day. The program should develop out of the interests of the campers at that particular time. It will be based on the "Best development of the whole individual through integration of all factors and activities that make camping a part of the modern educational system."<sup>4</sup> This difficult procedure of following the interests of the campers and guiding these interests toward the camp objectives will evolve upon highly skilled counselors.

#### Academic Objectives

First will be discussed how the camp can be developed. The success of the public school camp according to Sharp and Osborne<sup>5</sup> will depend upon the extent to which the camping activities can be made an integral part of the total educational program of the school. Further that it should be made clear that the public school ought not to duplicate the types of camps we now have outside the school. The public school camp should be conceived and

<sup>4</sup> Grubb, Gene. "Camping is Education". Health and Physical Education. May 1943 pp. 266-67

<sup>5</sup> Sharp and Osborne. "Schools and Camping". Progressive Education. April 1940 pp. 236-41

planned primarily on the basis that it is designed to fit in with the total educational scheme in school. The chief reason why schools should develop camping as part of their programs is that camping, when properly carried out, is so thoroughly sound educationally and so effective in its outcomes. It should not be looked upon as merely adding another subject to the curriculum but rather as a totally different approach and procedure in the education of the child.

The various subject fields in this blueprint will be briefly outlined to show how a camping program can fit into the educational scheme and not be just an extension of the typical school curriculum.

English for instance can be brought into the camping program in many ways. Dramatics could be introduced through campfire skits and pageants; under the supervision of a skilled teacher-counselor many campers will participate who would not sign up for such a subject in the traditional school. The benefits from such an experience would be fully as great under careful guidance as in the dramatics class in the school room. Oral expression could be developed through campfire stories, chapel talks, general camp meetings, short announcements at meals, discussion of the news of the day in the cabin groups. Literature would enter the program through the medium of a camp library containing well chosen books dealing

with the area around camp and other books of interest to this age group. A rest period of one to two hours is provided in all camp programs which can be developed into a reading period. Composition through letter writing and through written reports of hikes for the camp diary and through the writing of camp experiences for the camp paper. The true worth of spelling and punctuation might be gained by the camper who knows his writing will appear in print or will be read in the camp diary by future camping groups.

Social science might enter the program by modeling the camp government after town or county government. The Boys' State which was mentioned in Chapter II of this thesis is an example of teaching citizenship through actual living the experience. The boys' themselves become the government. In an article by Samuel D. Marble<sup>6</sup> it was pointed out that much public instruction has been unrealistic, and that such surveys as have been conducted indicate that the transfer from class room to active public life in the field of citizenship is almost negligible. In education for actual citizenship, the schools have not been meeting the needs of democratic government.

<sup>6</sup> Marble, Samuel D. "A Citizenship Laboratory for Youth." Social Education Vol. IV No. 4 pp. 262-265

Ethel E. Price in an article on "Democratic Living" said that it involves the preservation of ideals of sympathetic understanding and mutual respect of individuals, regardless of race, religion, intelligence, or economic status. It emphasizes the concept that each of us is a responsible sovereign, that we are the government, and that our government can be no better than we who make it. She further outlines a teaching program whereby a class becomes a town, because as she points out in the article, "ideals of democracy are of little value unless practiced in our daily lives."<sup>7</sup> In our blueprint the camp becomes a town and the campers elect a mayor and town counsel who choose the police and appoint heads of various camp departments. Town meetings are held regularly in which all campers can participate. Laws are made and passed by the campers after group discussion. Courts are provided and sentences given based on these camp laws. The number of laws or regulations should be held to a minimum necessary for smooth camp management. It is not our purpose to suggest that all camp management and rule be given to the campers. It must be understood that definite responsibility is in the hands of the director and counselors and therefore the final power on any issue must be held by

<sup>7</sup> Price, Ethel E. "Democratic Living: A School Experience." Social Education V. IX No. 2 pp. 60-62



the director. Skilled counselors will be necessary for guiding this program of self-government so that the campers do not create embarrassing situations.<sup>8</sup>

Another phase of social studies could be provided through history of California by arranging visits to nearby historic spots and by reading or telling stories of the surrounding country. In the Lake Tahoe area for instance, camps could learn of the Donner party; In the Mother Lode country about early mining towns and stories. In the Coast range area about Father Sierra and the early missions. California is particularly fortunate in having had a varied history and an exciting history which could appeal to Junior High School youth if they actually feel close to the experiences.

Mathematics could be a part of the camp program through the camp bank, the post office, the canteen or store and through general office work such as the inventories of supplies and costs per camper. Other forms of mathematics might be used in actual construction work such as bridges, dams, buildings etc. Using the town set up the camp would have a post office and regular records of stamps and postal supplies would be kept. The camp bank would handle all spending money of the campers

<sup>8</sup> See the 1946 Annual Report of Sherwood Forest Camp operated by the Park and Playground Association of St. Louis for an example of Camper participation in Camp Government.

and a checking system modeled after an actual bank could be set up and each camper could keep his book balanced.<sup>9</sup> The camp store would have a ledger and balance sheets all requiring accuracy in general mathematics.

General science in camp is self-evident. Biology and botany will enter the program quite naturally out of the curiosity of the campers on hikes and around camp in general. The camp if situated in a wilderness area becomes a science laboratory. Collections of plant life and insect life will be of natural interest to many campers. The development of a camp museum follows quite naturally. Geology can become an interesting subject for discussion with explanations of how various rock formations were formed, how erosion takes place etc. Astronomy can be painlessly taught as campers lay under the stars on over night trips. Anatomy could be introduced through taxidermy. All of these sciences must come as "by products" of other activities such as hikes or the building of a museum or as the interests of the campers lead into the subject. Well trained teacher-counselors can develop this interest by going from the specific or complex and working back to the general as far as the campers interest will follow.

<sup>9</sup> Ibid.

In the field of home economics the camp can serve again as a laboratory. Perhaps all phases of the modern home economics program can not be covered in a camp, but in this thesis it is recognized that many of the important phases of the academic subject fields cannot be brought into a camping program. Modern home economic theory includes boys as well as girls in the formulating of a course of study.<sup>10</sup> In the school camp boys can enter the program without that feeling of being a misfit. The following phases of home economics are suggested for the school camp: 1. dietetics through the development of camp menus; campers should enter into the choice of foods perhaps beginning with suggestions for menus and then discussing the food values and costs of the suggestions, 2. hiking menus are devised in many camps by the campers, and campers readily see the merits of knowing the lighter foods having the most food values, 3. kitchen sanitation and health is an interesting project for campers, leading to discussions of germs and sterilization of utensils and the disposal of waste materials, 4. sewing and dress design can be brought into the program through costuming for skits and pageants 5. the making of dish towels, aprons and pot holders are interesting projects for rest

10

Spafford, Ivor. Fundamentals In Teaching Home Economics  
pp. 10-26

periods, 6. the setting of tables and planning for camp parties brings in etiquette and manners. The skilled home economics teacher-counselor could bring many more units into the camp program such as home and Family Living and child care and others leading to satisfactory personal living.

The one academic field which may not fit readily into a camping program would be foreign language. A slight value might be gained through having groups of campers interested in a certain language live together in tent groups, and use that language in speaking during certain periods of the day. However this is for Junior High School groups and proficiency in language would come later in the school career.

A second phase of the academic objective is the cultural subject fields or the arts. In an article by Abbie Graham on the arts in summer camps she says:

" The arts flourish when life is rich, when interesting experience is everywhere at hand, and there is much to be said. If I wished to encourage the arts in camp, I would see that there was a goodly supply of wagons, carts, old wheels, lumber, paint, nails, animals, flowers, bells. I would have camp buildings and grounds subtly re-enforce the uniqueness of the setting..... I would by tradition and festival get the high points of life into a corner, so that those who were in its midst could not fail to say, 'See how remarkable it is, how astonishing.' Camp logs and diaries, dinner conversations, campfire evenings, morning assemblies and Sunday worship, would

thereafter reflect that astonishment."<sup>11</sup>

The above quotation well expresses the viewpoint of this blueprint in regard to the cultural subjects. Through the richness of the camp setting and program, music, art, and dramatics will be expressed, naturally.

Music will enter the camp program in various ways: singing around the evening campfire, at meals and during chapel services. This can be both group singing in which all participate or can be broken down into smaller chorus', quartets, duets, or solos. Camp song books are numerous and many familiar tunes are included. However, with the right teacher-counselor in charge groups can go far beyond the traditional, into the folk songs, hymns, and on to the more complicated types of singing.

The instrumental phase of the music program can be centered around the camp orchestra which performs for the evening campfires and for special programs. Solos and duets are also always welcome for campfire programs.

Musical appreciation might enter the program through short and interesting talks and stories about the composers of well known folk songs. The attention and the interest will be there as they sit around the campfire and thus by presenting an interesting bit of information at the

<sup>11</sup> Graham, Abbie. "When Do The Arts Flourish?" Appraising The Summer Camp. (Report of the 8th Annual Camp Institute

right time, learning and in this instance an appreciation for music may be achieved.

Another subject to be mentioned under the cultural phase of the academic objective is art. Many types of art can be brought into the program. Drawings of trees, animals, and flowers for the museum or camp paper would interest many campers. Free hand sketches of scenes around camp and on hikes would interest others. The artistic mounting of specimens is another project which would interest this age group. Costuming and the making of stage props for the pageants and skits could be a practical application of art. Photography can be another way to develop the artistic side of the camper. The camp should be equipped with a dark room and one of the teacher-counselors chosen particularly for his interest and ability in that subject. The fine arts can be expressed through metal work, weaving, modelcraft, clay sculpturing and many others depending on the campers interests and the artistic aims of the school involved.

In the above discussion of the academic objective no attempt was made to cover the entire field nor to mention all the ways in which this academic program could be correlated with and integrated into the camping program. It has been set down briefly in this blueprint as a suggestion of what could be done in the school camp.

Vocational skills will be mentioned here under the academic objective because, although they cannot be classified as truly academic, it is well for all Junior High School students to have the opportunity to work with their hands and to develop certain common skills which will benefit them throughout life. In the typical school students may take certain courses in the vocations but many do not. In the school camp this introduction to the vocational skills can come through the construction of camp buildings, cabins, athletic fields, piers, boats, corrals, through repair of camp equipment including trucks, cars, machinery, cabins, bridges, trails, roads, and plumbing. The school camp could put to practical use the vocational knowledge gained during the school year and also could expose other students to the fundamental principles involved.

#### Recreational Objectives

According to the twentieth yearbook of the American Association of School Administrators, "recreation is that which we do voluntarily for our own enjoyment and satisfaction. For some, recreation will be active; for others, passive. For some, it will be an individual activity, for others a group activity. Regardless of this the fundamental outcome of recreation should be stressed as well as the preparation of the camper for future leisure-time

activity."<sup>12</sup>

All phases of the school camp program can contribute to this recreational objective. Participation in singing or orchestra may create an appreciation of music and provide the basis for leisure-time enjoyment both in camp, school, and in later years. The art program at camp may be the beginning of a hobby of sketching, painting, collecting, or photography. This education for leisure time is important to mental health as the following quote indicates:

"Increased recognition of the mental hygiene value of the absorbing interest and emotional release of recreative activities has given impetus to increased education for recreation. Present day work for many industrial employees is dull, emotionless repetition of monotonous movement..... He (worker) has no opportunity for creativeness, for expressing individuality or for joy of accomplishment. In his after-work time he must get these things."<sup>13</sup>

Another reason for this education for leisure time is that the working day has been gradually shortened for most men and the working day is destined to be considerably shorter than at present. What people will choose to do in their leisure time will depend to some extent upon the type of educational process through which they have gone. H.M. Busch says:

"It is doubtful whether current education, as commonly carried on in the schools, fits many people

<sup>12</sup> "Health in The Schools" February 1942

<sup>13</sup> Ibid.



for the high enjoyment of leisure. If the interests and readiness of pupils for activity are ignored or over-ridden in the pressure to complete required tasks, education may appear to be a process which thwarts their budding enthusiasms and bores them with facts or skills in which they have no interest and in which they see no meaning."<sup>14</sup>

The school camp can help prepare the child for leisure time activity by meeting the interest and readinesses of campers and by avoiding many required tasks. In setting up this blueprint the principle of meeting campers interests at the time they appear rather than having a set daily program has been stressed. It is also the teacher-counselor's responsibility to bring each camper into contact with as many activities as possible. This must be done in a subtle manner in many instances in order to get camper participation on a voluntary basis. School camp can do this whereas the ordinary school system is handicapped by being highly traditional. The summer camp according to William H. Kilpatrick of Columbia University is relatively free and so far is bound by little or no institutionalism. Having new aims and being located in remote quarters it is freer from the traditional outlook of Society in general. There are few insistent demands made on camp either by parents or society. Therefore the camp by being free will be honestly and seriously

<sup>14</sup> Busch, Henry M. Leadership in Group Work pp. 34-35

educative in true sense.<sup>15</sup>

Also under the recreational aim is included physical education and health education. As was pointed out in Chapter I most camps today have physical education and health as the major objectives. In the school camp they should be important secondary objectives. Physical education makes a distinct contribution to physical, mental, emotional, and social health and has a fourfold function as follows:

1. To develop bodily efficiency
2. To teach serviceable skills that function in leisure activities for recreational purposes.
3. To establish attitudes and social behavior in accordance with the best standards of the time.
4. To aid in the development of mental and emotional poise, power, and control.<sup>16</sup>

Using these functions in this blueprint the physical education program can be divided into non-competitive sports and competitive sports. The former will take the form of fishing, horsemanship, swimming, boating, hiking, life-saving, first aid, folk dancing and the latter might include horseshoes, ping pong, baseball, swimming-meets, rodeos. The summer camp should not duplicate the sports carried on in the school but should emphasize those which fit into the camp life. Also competition in our blueprint

<sup>15</sup> Kilpatrick, William H. in Forward to Camping and Character by Dimock and Hendry

<sup>16</sup> Health in The Schools, "Twentieth Yearbook American Association of School Administrators Feb. 1942

is to be kept to a minimum so that those not qualified physically to compete will still get the maximum enjoyment from the sport. Basketball, football, track events, and perhaps even baseball have purposely been eliminated from the camp program as these may have little carry over into later life. Several of the organizational camps mentioned in Chapter I have followed this theory such as Treasure Island, and Camp Ahmek. In the camp, sports should be participated in for enjoyment and not entered on the basis of skill.

The health program in the school camp should stress cleanliness, neatness, safety, food values, and good habits of sleep and elimination. A doctor or registered nurse should be a part of the camp staff to care for any sickness or injuries. The teacher-counselors must all cooperate in watching for symptoms of sickness and in stressing cleanliness, neatness, and habits and safety. The possibilities of cabin discussions on food values and sanitation must not be over-looked.

The health and physical education program can be fused with the camp program through hikes, pack trips, special holiday programs, campfire discussions, "Town" meetings, camp building and repair work and in other ways depending on the leaders and the interests of the campers. Bodily efficiency will come through swimming, riding, and hiking; leisure time activities through fishing, folk-

dancing, hiking, boating, horseshoes, ping pong; attitudes and social behavior through a combination of all the above plus group discussions; the mental and emotional poise, power and control also through the above and in group activities such as swimming-meets, rodeos, life-saving and first aid. It should again be pointed out that the teacher-counselors must have these aims definitely in mind, and emphasize them in order to achieve camper development. As will be mentioned in the conclusions to this blueprint, the difference between the school camp and other camps is just the question of emphasis.

#### Social Objectives

Under social objectives will be included social relationships, citizenship, character education and social guidance. In the school camp one can learn to live together cooperatively in a modern society by following a program in democratic living. As was mentioned under the social studies section "democracy must be lived to be understood." Hedley S. Dimock in the opening address at the Camping Institute held in Chicago in 1930 said:

"We know that educational agencies actually may be failing to secure the results they seek and profess to be achieving.....Our schools have been so busy teaching subjects that 'personalities' have been largely and at times completely ignored."<sup>17</sup>

<sup>17</sup> Dimock, Hedley S., "Character Objectives in the Summer Camp," Character Education in the Summer Camp. Monograph #5 pp. 1-2

In the school camp the child can be observed on a twenty-four hour basis. Because of this he can be studied and thereby understood more fully. The child at school can be entirely different from the child away from school, but in the extended period school camp most of his characteristics will be displayed and therefore guidance can be given.

First will be mentioned social relationships in the school camp. The entire program will stress social relationships between the campers and between the campers and the staff. Of utmost importance is the cabin group to which the camper is assigned. The degree to which he is adjusted to this group will determine his adjustment to the entire camp life. Since the cabin is home, the place where one relaxes between activities where one comes to rest at the close of the day, one wants a degree of congeniality there. From this group friends ("buddies") will be chosen and therefore it is important that the group is congenial and that interests are similar. Friendships will be made during the camp activities between both sexes and this will involve careful guidance. The camp should stress group activity and therefore acceptable standards and customs must be instilled in the camper. By setting the camp up on a basis similar to a real life situation such as a camp town many of these social problems can be worked out by the campers in the town meetings. Social problems

will arise due to the conflicting racial groups. These also must be worked out preferably by the campers, but under the guidance of unbiased teacher-counselors.

The second aim under the social objective is citizenship. This is a much broader term than just participation in government although that too is an important part of citizenship and was mentioned under the academic objectives. According to the Encyclopedia of Educational Research, Citizenship includes the teaching of pupils about the community in which they live.<sup>18</sup> In the school camp the camp is the community and the camper can take part in all the affairs of this community from the recreational through the political. With emphasis on this community aspect the camper will develop in citizenship.

The third phase of the social objective is character education. According to McKown "Character is the sum total of an individual's inner traits as represented by his conduct."<sup>19</sup> The typical school is not in a position to understand the child fully because the contact with him is not long enough. The school-camp also is not in a position to accept final responsibility for the formation of all the desirable attitudes and actions because the camp period

<sup>18</sup> Encyclopedia of Educational Research p. 1152

<sup>19</sup> McKown, Harry C. Character Education p. 1

is too short. However, the camp may find where the deficiencies are and then the camp and school together can assist in the development of profitable experiences that will be valuable in similar situations outside.

McKown lists five objectives of character education:

1. "To develop an Intelligent Respect for the conventions of Society.
2. "To develop an Increasing Ability to Discern Causes and to relate Effects."
3. "To develop a recognition and acceptance of One's responsible membership in Society and an increasing success and satisfaction in discharging that membership effectively."
4. "The harmonious development, adjustment, and Integration of One's personality!"
5. "To develop the desirable traits of character."<sup>20</sup>

Objectives one and two above can be accomplished quite well in school, but numbers three and four can probably be developed in the school camp where "life is being lived." Objective five can be developed both in school and in camp. The camp is the follow up or the "laboratory" for the school and therefore a combination of the two can bring about greater results through a continuous process. Just the change in environment for the camping period will improve many children. Add to this the new contacts, the fresh approach to a life

<sup>20</sup> Ibid. pp. 48-69

situation and the twenty-four hour guidance of carefully selected teacher-counselors and desirable results can be expected.

Guidance is the final phase of the social objective. The school camp should stress guidance of the individual child so that individual differences will be recognized and individual objectives for each camper formulated. In the beginning the ratio of campers to counselors should not be as great as the ratio of pupils to teachers. The camp should be set up so that one teacher-counselor would be in charge of each cabin group of eight campers. This was the average mentioned in the camp standards in Chapter I. As the enrollment in camps increase one teacher-counselor could supervise two or even three cabin groups with older campers or teachers in training in actual charge of the individual cabin groups. Thus guidance of the individual can be carried on by the teacher-counselor alone or in conference with the leaders of his cabin groups. Guidance should include social relationships, citizenship, character, attitudes, participation in activities, and all other personal problems which are observed in the campers. The teacher-counselor should approach the camper on a friendly basis and not as a superior. In this way he becomes the "friend" rather than the teacher. Counselor training courses need to be set up as was mentioned in



the basic assumptions in order that this relationship and that counseling technique be mastered.

Another phase of the counseling program in the camp which can be utilized by the school is that of records. The counselor should keep careful records of his campers dealing with all phases of camp life. These records can be placed in the school files and used during the school year for the further guidance of the camper. Also the school records can be sent to the camp so that the counselor will be somewhat acquainted with the camper before he arrives. In the New York camp experiment mentioned in Chapter II, the use of carefully gathered data during the school year was a help in quickly adjusting the child to camp life, and these same records with the addition of the camp experiences helped the teacher solve individual problems during the school year.<sup>21</sup> Knowing the "whole" child should be the aim of the camp counseling program.

In developing this blueprint of a camp program based on the three objectives; academic, recreational, and social, it should be pointed out that most of these activities are already included in the program for all

<sup>21</sup> For further information on Guidance see Osborne, Ernest G. "Camping and Guidance" Association Press, New York 1937

camps; however, it is the question of emphasis which differs. All camps have campfire skits and plays for instance, but camps whose objective is "to have a good time" might not take the trouble to have costumes conform to the period of the play, or to develop certain dramatic skills whereas the school camp with an academic objective would emphasize these points. The skit or play in both camps would be leading to an objective and be of value to the camper. The same analogy could be made in nature study, camp government, physical education, cultural development, and recreational activities. Social objectives are stressed in many camps such as Y.M.C.A., Boy Scouts, Campfire Girls, Girl Scouts, and Church Camps. The advantage which the school camp has in the social aims is a continuity as the program can be followed up in the school. The school camp by having trained and carefully selected teacher-counselors paid from school funds could have a more mature staff than most camps can afford. The school camp, therefore, by emphasizing a program based on these objectives and the interests of the camper and further by coordinating that program with the school program under the supervision of carefully selected teacher-counselors can arrive at the objectives sought and earn its place in the educational field.

### ORGANIZATION

A school camp program entails a considerable amount of preparatory work and many camps have failed due to lack of organization. In order to establish a permanent and workable administrative set-up which will develop a camping program based on our objectives the following organization is suggested:

City Recreation Dept.   Board of Education   Community Agencies

Superintendent of  
Schools

Camping Committee

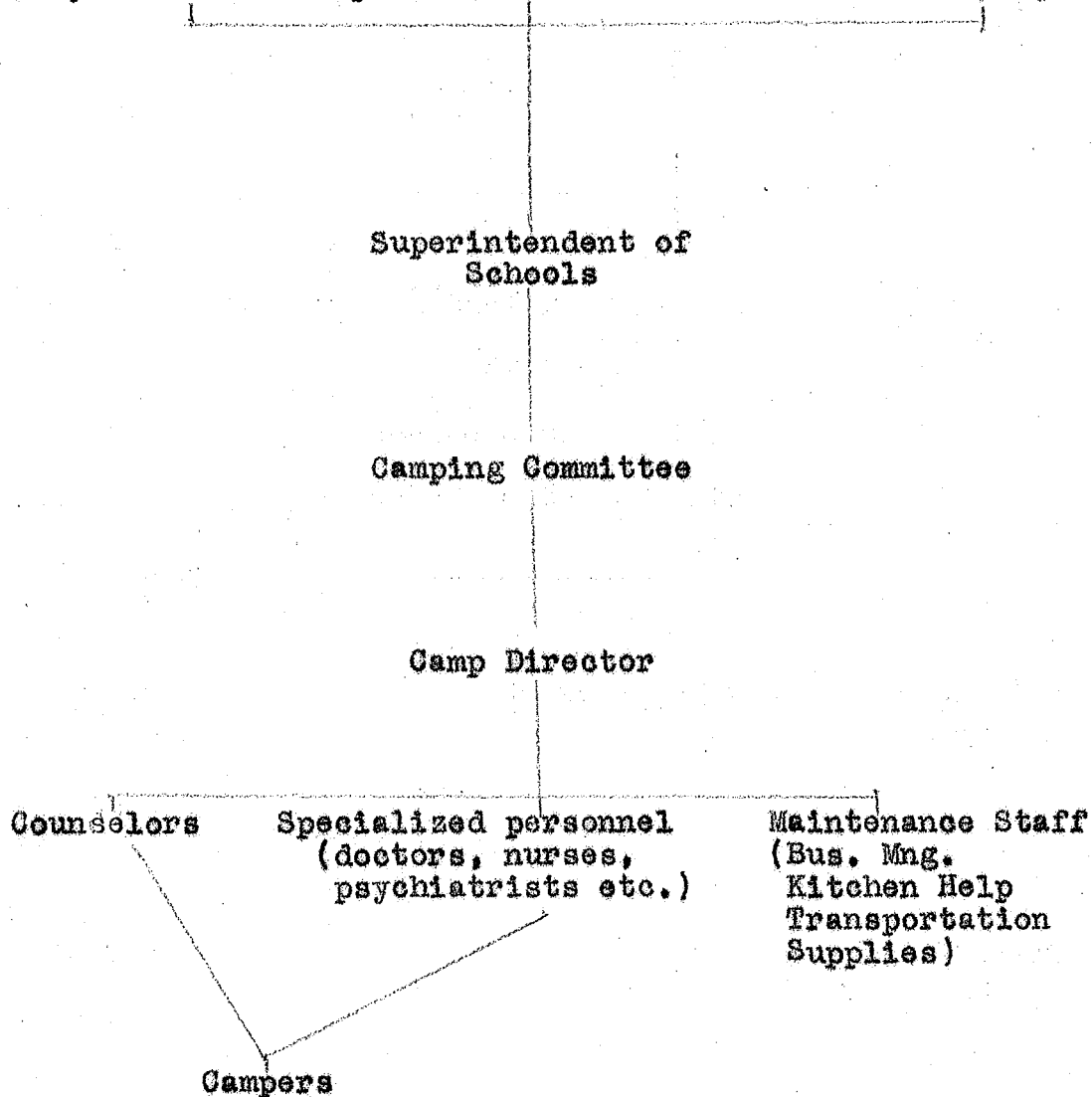
Camp Director

Counselors

Specialized personnel  
(doctors, nurses,  
psychiatrists etc.)

Maintenance Staff  
(Bus. Mng.  
Kitchen Help  
Transportation  
Supplies)

Campers



To fill the positions listed on the above chart it is not practicable simply to transfer school teachers to camp assignments. The camp program requires professional leadership, trained to meet the wider responsibilities of education through camping; however, teaching experience is also a necessity in the school camp and therefore the staff member must have both the experience and training in teaching and camping.

In Dimock and Hendry's book on "Camping and Character" the problem of trained leadership was recognized as the following quote will indicate:

"The most crucial problem faced by the camp which seriously seeks to utilize the knowledge and methods of current psychology, sociology and education for the attainment of character outcomes is that of securing a leadership personnel adequately equipped for such a task. ....It is equally evident that the leadership equipment of camp counselors lags tragically behind the demands of an educationally motivated summer camp.... The camp which possesses educational objectives finds itself in a uniquely difficult situation from the standpoint of recruiting a personnel equipped for its task. Two reasons may be suggested to account for this fact, (1) There is no educational agency which prepares men primarily for camp leadership as a profession. Consequently there are no recruiting sources in the colleges and universities which may be drawn upon directly for a well equipped camp leader. (2) The abilities essential for effective leadership in addition to the requisite personal qualities involve blending of campercraft abilities and educational skills."<sup>22</sup>

Recognizing this problem in leadership it is necessary in choosing the staff to select the most experienced

<sup>22</sup> Dimock and Hendry. "Camping and Character" pp. 202-203

personnel available, and as was suggested in the basic assumptions, in time as camping develops in California educational institutions will include many courses in camp counseling and leadership.

The functions of the various members of the administration as listed in the organizational chart should follow the standards set up in Appendix II on Organization. The addition in our blueprint of community agencies and city recreation departments both working in conjunction with the board of education follows the San Diego plan and should be utilized even after legislation is passed permitting the schools to stand alone in developing and financing a camp program because both the schools and the camps should be community institutions with community guidance.

The superintendent of schools is the liason official between the camping committee and the various participating groups. He advises on educational policies and submits recommendations to and from the participating agencies.

The camping committee is composed of community leaders, educators, parents and camper representatives. The duties of this committee are to nominate the director who is then selected by the superintendent and becomes ex-officio chairman of the committee; Plan the summer program, select counselors and other staff members, arrange for opening of the camp, order the supplies, issue

publicity, and make the budget. This committee works directly with the superintendent of schools and thereby carries out the policies of the board of education and participating agencies.

The organization above is set down as a suggested one only. Each community should have an organization based on its needs.

The administration within the camp must be democratically arrived at. The director who has the full responsibility of the safety and happiness of the campers and staff must be in complete authority. The counselors in so far as the director has delegated part of his responsibility to them must also be in a position of authority; however, this authority must be there in the background but evident on the surface only when necessary. The camp should be set up similar to a small town with the campers participating in government through elective offices much as was done in the American Legion Boys' State camps mentioned in Chapter II. The director and his staff are there in an advisory capacity, ready with suggestions when needed. This theme of town organization within the camp was further developed under academic objectives.

LEGAL ASPECTS

There are several ways that a school camping program could be carried on in California as the school law now reads. The San Diego plan is an example which could be copied by other communities. As was mentioned this camp is set up by the city-county camp commission in partnership with the city and county school administrators for all public school pupils of San Diego City and County at a cost of \$12.00 per week which is one camping period. The children's time at camp is not considered school attendance and therefore state funds are not available on an average daily attendance basis, nor does the school board pay for any of the operating costs of the camp besides the teacher's salary. The funds for the capital outlay, upkeep, and salaries of the camp commission come from the city and county governments. A plan such as this entails the cooperation and interest of community agencies. As such cooperation is desirable this plan could be used in many communities.

Another approach is through cooperation with the city recreation department. This would require the city recreation department to furnish the camp site and equipment. The school board would furnish the leadership and develop the program. It is possible that state funds could be received from the state just as if a summer school program were being carried out and teachers'

salaries could be paid from state and local school funds. The campers would pay for food, only, which is also a legal charge similar to a school cafeteria. The community agencies or clubs through contributions might furnish funds for campers who could not afford the cost of the food. These funds could also be used for camp equipment.

The final approach and the ultimate goal is through legislation as was done in New York and Michigan. In New York a law was passed in 1944 giving the school district board of education broad powers for the conduct of camping programs. The board may operate the camp as a summer or year round program. State aid is not yet available for these camping programs in New York so that local taxes must take care of the costs.

In Michigan as has been mentioned in Chapter II a bill was passed giving broad powers to local school boards for operating a camping program. Such a bill is suggested for California which would enable the schools to enter the field of camping on an educational basis, and to conduct a correlated program similar to the one suggested in this blueprint. By enabling the schools to participate in camping, the school curriculum could take on a new meaning and perhaps be the basis for rejuvenating student interest.



## CHAPTER IV

### CONCLUSIONS

In concluding this thesis on "A Camping Program for California Schools" it must be pointed out that education is no longer a preparation for college nor just a preparation for jobs but it is the function of the school to prepare pupils for living. Therefore the school has a definite responsibility for providing an environment in which the children can learn how to live. In the traditional school such an environment is lacking. The factors of motivation of the pupil are either absent or artificial. The modern educational concept of educating the "whole child" cannot be accomplished successfully during the five or six hours during the day that the child is at school because the "whole child" can only be reached through a twenty-four hour program. A second educational concept is that of "learning by actually doing." The typical school is not organized in a manner that would permit the child to learn to live through real life situations.

The summer camp through many years of experimentation has developed into a well organized educational institution. To the present time, however, principally church, social, and private groups have entered the camping field to any great extent. These groups have stressed recreational and

character education. During the past few years some school leaders have recognized the educational values of camping and have participated directly and indirectly in school camping programs. The results have been encouraging although few of these school camps have stressed the academic subjects or have correlated the camping program with the school curriculum.

California which has always been considered a leader in the educational field has not experimented intensively with the school camp. Physically the situation is ideal for camping and several hundred recreational and character building camps are operated each year. It is therefore advocated in this thesis that the schools enter the camping field and take advantage of the natural resources for the purpose of motivating the pupil and improving the teaching technique by actually living the learning situation.

Long term objectives for a California camping program were suggested for the purpose of organizing camping on a State wide basis through the establishment of a State committee for research purposes and publicity, greater use of the State's natural resources through cooperation of State and local departments and agencies such as health, recreation, social welfare, and Parent-Teachers for assistance in supervisory and regulatory functions; the

training of teachers to function as camp counselors by including courses on camping and guidance in the teachers' colleges; state wide publicity through institutes and conventions; the participation on a national basis in camp conferences for the purpose of formulating national standards and the discussion of research materials.

Under the immediate objectives emphasis was placed on the community and its individual camp program. These objectives were listed as first academic and based on enriching the educative process through actual real life experiences covering most all the subject fields; second, recreational--to prepare the child for the increased leisure time which both children and adults now have; third, social--including guidance through knowing the whole child, the teaching of democratic living by living democratically, and attitudes for the development of character and personality.

In order to arrive at the objectives stated an organization must be set up to include all interested parties, the city recreation department, educators, and community agencies for the purpose of curriculum planning, financing, and the selection of trained personnel. The organization must be based on the needs of

each community. The organization within the camp should stress camper participation and be based on an actual living experience. The teacher-counselors merely suggesting and guiding and leaving the planning and operating to the campers.

Emphasis in the school camp should be placed on correlating the camp program with the school curriculum instead of on recreation and character as is done in the private and agency camps, although these are also major objectives. A system of workshops should be set up during the winter to consider camp problems and to work out ways of improving the program as was done in Wilmington, Delaware. By correlating the program with the schools greater emphasis can be placed on individual differences through a guidance program that understands the "whole child."

Under our basic assumptions it was pointed out that the school camps must be open to all races and be conducted on a coeducational basis and that no child be denied a camping experience because of money reasons.

It is possible to start school camping programs in California without any change in school law. They can be started as day camps or excursion camps on a small scale or on a larger scale through cooperating with other agencies which are willing to furnish the capital outlay as was done in San Diego. When many communities have such

camps organized and wide-spread publicity has been given to the school camping program, state committees can be set up and legislation recommended to enable the schools to enter the camping field on an independent basis as was done in New York and Michigan.

It was suggested that further research be done in this field and that the following problems be investigated:

1. A Survey of superintendents and other educators in California securing their opinions in regard to public school camps and their need in California.
2. A critical study of the San Diego camping program for the purpose of recommending its adoption in other cities in lieu of a State camping program.
3. A Nation-wide survey of present school camps for the purpose of compiling a list of the proven educational values derived by the campers from such a camping experience.

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## APPENDIX I

LIST OF 50 CAMP BROCHURES FROM  
WHICH AIMS AND OBJECTIVES WERE OBTAINED

1. Camp Adventure Island, Green Bay, Wisconsin
2. Camp Ah-Da-Hi (Woodcraft Rangers Camp) San Gabriel Canyon, California
3. Camp Akela (Cub Scouts) San Francisco, Calif.
4. Atlanta Optimist Club Camp (Y.M.C.A.) Lakemont, Georgia
5. Big Bear Boys' Camp, Big Bear Lake, Calif.
6. Blue Jay Camp, Huntington Lake, Calif.
7. Camp Campbell (Y.M.C.A.) San Jose, Calif.
8. Clear Lake Camp, Dowling, Michigan
9. Creseent M. Camp (Boy Scout) San Francisco, Calif.
10. Camp Cuyamaca (Community School Camp) San Diego, Calif.
11. Camp Deep Woods for Girls, San Francisco, Calif.
12. The D.C. Day Camps, Washington D.C.
13. Camp Drake (Boy Scout) Santa Barbara, Calif.
14. Ellis Franklin Summer Camp, Colfax, Calif.
15. Feather River Meadows Boys' Camp, Mt. Lassen, Calif.
16. Flying V Dude Ranch, Tucson, Arizona
17. Hidden Gold Camp for Boys, Grass Valley, Calif.
18. Camp Highlands for Boys, Sayner, Wisconsin
19. Homer Toberman Settlement Camp, San Gabriel, Calif.
20. Camp Huntington Lake for Girls, San Mateo, Calif.
21. Ithaca Summer Day Camp, Ithaca, New York

22. Junior Red Cross Training Center, Rollins, Montana
23. Junior Red Cross Camp (San Joaquin County Chapter)  
Silver Lake, California
24. Lakewood Camp For Boys, Lake Tahoe, Calif.
25. Camp Lillienthall (Boys Scout) San Francisco, Calif.
26. Lakoya Boys' Camp, Lokeya, Calif.
27. Camp McCoy (Y.M.C.A.) San Francisco, Calif.
28. Camp Max Straus (Jewish Big Brothers Association)  
Verdugo, Calif.
29. Methodist Junior Camps, Los Angeles, Calif.
30. Camp Minkalo (Camp Fire Girls) Stockton, Calif.
31. Camp Orizaba (Y.M.C.A.) Catalina Island, Calif.
32. Pasadena Boys' Club Camp, Big Pines Recreation Park,  
Wrightwood, California
33. Playground and Recreation Department Girls Camp,  
Griffith Park, Calif.
34. Round Meadows Camp (Y.M.C.A.) Barton Flats, Calif.
35. Camp Royaneh (Scouts) San Francisco, Calif.
36. Sacramento "Y" Camp, Sacramento, Calif.
37. Sherwood Forest Camp, Troy, Missouri
38. Camp Sigler (Boy Scout), Arroyo Seco Parkway, South  
Pasadena, Calif.
39. Singing Trees Camp Castilleja School, Palo Alto, Calif.
40. Camp Sky Meadow (Girl Scouts) Palo Alto, Calif.
41. Camp Sugar Pine (Girl Scouts) San Francisco, Calif.
42. Camp Talawanda, Lake Tahoe, Calif.
43. Tamarack Lodge for Girls, Big Bear Lake, California

44. Camp Treasure Island, Silver Lake, California
45. Camp Treasure Cove for Girls, Silver Lake, Calif.
46. Camp Webster's Twin Firs, Berkeley, Calif.
47. Camp Whitley, Columbia City, Indiana
48. Camp Wolfboro, (Boy Scouts) Berkeley, Calif.
49. Camp Lake Arrowhead (Woodcraft Rangers) Lake Arrowhead,  
Calif.
50. Workmen's Circle Camp, Carbon Canyon, Chino, Calif.

## APPENDIX II

## SUGGESTED TENTATIVE STANDARDS FOR SUMMER CAMPS\*

## Suggested Standards for Program

## I. Objectives

- A. A camp should have clearly, specifically, and recently stated objectives.
- B. Counselors should be helped to define specific objectives for individual campers.
- C. The objectives of the camp should have some real relation to the needs of the campers and the needs of communities from which they come.
- D. There should be a close relation among "Talking points," objectives as implied from practices, and stated purposes.
- E. Campers should have a chance to form objectives for themselves in the activities in which they participate.
- F. Provision should be made in the supervisory processes of the camp to integrate the objectives formulated by each of the following groups of persons: agency, camp committee, directors, parents, campers, and staff.

## II. Activities

- A. The activities of a camp should be appropriate to the setting and should serve to develop a real understanding and appreciation of outdoor living.
- B. The activities program should be such as contributes to, rather than undermines, the health of campers.
- C. Some minimum features should be fixed in the schedule.
- D. The program of activities should be varied and balanced.

## III. Guidance

- A. Individual differences should be recognized and taken into account in the program of the camp.
- B. Individual objectives for each camper should be formulated.

Character Education in the Summer Camp IIISetting Standards in the Summer Camp

Association Press 1935 New York: 347 Madison Ave.

- C. Resources should be present in camps to make possible the intelligent individualizing of the program.
- D. Counselors should be chosen for educational and personality insight and emotional maturity as well as activity skill.
- E. The time-program of counselors should be such as permits individual guidance of campers.

#### IV. Motivation

- A. The program methods of camps should be such as to stimulate the social growth and maturing of campers.

#### V. Cooperative Planning

- A. The planning of the camp program should be a cooperative experience of directors, campers, and counselors.

#### VI. Evaluation, or Appraisal

- A. Every camp should be evaluated every year according to some camp standards.

#### VII. Grouping

- A. Tent and cabin colonies should be divided into smaller groups, scattered informally, and adjusted to the terrain. (Such an arrangement allows for age, experience, and interest groupings and avoids mass living.)
- B. Tent and cabin groups should be small enough to permit a high degree of personal, individual attention on the part of counselors.
- C. The ratio of total camp personnel (staff, activity experts, and counselors) to campers should be such as assures a high degree of leadership.

#### VIII. Relation to Year's Work

- A. It is desirable for campers to come to camp with home associates--friends, club or troop members, or others with whom they will be associated through the rest of the year.
- B. It is desirable that effective group work agency leaders be transplanted into camps which their boys and girls are attending during the summer.
- C. It is desirable for the campers to make contacts with others than just members of their own organizational group while at camp.

- D. Camps should assume some responsibility for discovering the home and community background of their campers and relating the experience of camp to the camper's home and community experience.

#### IX. Records

- A. Program or activity records should be kept to show a log of the activity group and the experience of individuals in the activity.
- B. Personal records of campers should be kept so as to provide better understanding of the campers and their backgrounds by all who deal with them.
- C. Yearly records of the work of each department of the camp, together with suggestions of improvement for the next year, should be kept in order to form a basis for planning and improvement.

### Suggested Standards for Staff Selection, Supervision, and Organization

#### I. Qualifications of Staff

##### A. Counselors

##### 1. Education and Experience

It is desirable that all counselors should have a background of education and experience which fits them for the responsibilities of leadership with children in an agency of recreation or informal education.

##### 2. Personality and Character Factors

It is highly desirable that counselors possess the personality and character factors requisite for leadership in an agency such as the summer camp.

##### 3. Physical and Health Factors

All counselors should possess the health and vitality needed for the responsibilities of leadership in the summer camp.

##### B. Specialized Personnel

##### 1. Instructors

It is desirable that instructors possess all of the qualifications listed for counselors and, in addition, the particular qualifications necessary for the specialized responsibility they carry.

## 2. Consulting psychologist

It is desirable that all camps should have the services of a specialist, whether in camp or in an accessible community, in mental hygiene and personality problems.

## 3. Camp Director

It is desirable that the camp director have the educational equipment and the vocational experience which fit him primarily for the function of the administrator and supervisor of the educational enterprise.

# II. Staff Training and Supervision

## A. Extra-Camp Training

It is desirable that procedures for keeping staff members camp minded and for improving their insight, knowledge, and skill be used between camp seasons. This presupposes the early reappointment and selection of staff members.

## B. In-Camp Training and Supervision

It is desirable that training and supervisory methods in camp correspond to the best principles and techniques of educational supervision.

### 1. Staff Meetings

It is desirable that the staff meeting be used primarily for the improvement of the staff in the performance of their functions.

### 2. Interviews

It is desirable that all persons who are primarily supervisors in functions, such as camp director, program director, and personnel director, department heads, and directors of sections, should have insight and skill in using interviews as a major educational procedure with counselors or other staff members.

### 3. Resources for Training

It is desirable that camps have resources in library and personnel which are consonant with the task of the camp in the education and supervision of its staff.

## C. Staff Appraisal

It is desirable that all members of the staff be systematically appraised from the standpoint of the qualifications they possess for camp leadership and competence in performance.



D. Counselor-in Training, or Pre-Counselor Training Program

It is desirable that camps have definite program for the training of prospective staff members.

III. Staff Organization

A. Leader-Camper Ratio

It is desirable that there be:

1. A group counselor to every six or eight campers. (This would vary with age.)

B. Participation in Policy and Program-Making

It is desirable that members of the staff participate both in determining program during camp and in program policies.

C. Definition of Responsibilities

It is desirable that all staff members have a clear understanding of their own responsibility and of the relationships which are to be maintained in camp.

D. Counselor Load

It is desirable that the group counselor should not have so heavy additional responsibilities that effective leadership with the campers is impaired.

E. Remuneration

It is desirable that staff members receive adequate compensation for the responsibilities they carry.

F. Continuity of Staff

It is desirable that all staff, from both the economic and educational standpoint, have substantial continuity.

G. Recreation

It is highly desirable that all staff members have adequate opportunities and facilities for recreation, including staff cabin.

Suggested Standards For Administration

I. Organization

- A. Camps should have a functioning camp committee, representing the public, to help determine the operating policies of the camp.
- B. The camp should have some outside affiliation which assures stimulation from outside itself and requires some meeting of standards.
- C. Staff and counselor organization and responsibility should be clearly charted and understood and the relationships satisfactorily defined.

- D. The organization for policy determination should allow a board of directors and committees, directors, counselors, and campers to share in the determination of policies.

## II. Finances and Business Management

- A. The camp should have stable and adequate financial resources.
- B. The amount of money spent for personnel and program should be in favorable relation to that spent for equipment maintenance and administrative costs.
- C. The financial and cost accounting should be such as enables the camp to know the actual costs of various units of operation, to keep an accurate account of expenditures, and to have it audited by reputable accountants.
- D. The camp should carefully prepare its budget, provide central control of expenditures, and periodically review and revise the budget to operate within it.
- E. The camp should carry on its business affairs with good business methods.

## III. Site and Equipment

- A. The camp site should have natural beauty, privacy, spaciousness, natural resources for program, a minimum of unnecessary hazards, and have adequate drainage for all extremes of weather.
- B. The housing facilities for campers and staff should be adequate, dependent upon the climate conditions of the locality, consistent with standards of health and sanitation, affording ample opportunity for effective programming and meeting the specific needs of the particular camp.
- C. In developing a camp site the natural surroundings should be disturbed as little as possible except to protect health and safety and to permit of program opportunities.
- D. Plant Maintenance
  - 1. The buildings and equipment should be maintained in usable condition at all times so as to protect the investment and to keep loss and depreciation to a minimum.

## IV. Publicity

- A. The publicity or public interpretation should be such as builds understanding, confidence, and support for the camp.

## APPENDIX III

Camper, Parent, and administrative aims based on a Survey of 50 camp brochures (listed in Appendix I) and a survey of 350 campers' letters and 240 enrollment sheets from the files of Lakewood Camp for Boys, Lake Tahoe, California 1937-1943.

## A. Campers' Aims (from Campers' letters)

- "To have a good time"
- "To achieve skills such as riding, swimming, hand-icraft etc."
- "To become a counselor some day"
- "To get into condition for school sports"
- "To be with friends"
- "To gain a sense of responsibility"
- "To learn new things"
- "To eat and sleep"
- "To do a lot of fishing"
- "To go on pack trips"
- "To take a five day hike"
- "To be with certain counselors"
- "To get away from parents for awhile"

B. Parents' aims (Inanswer to the question appearing on enrollment blanks: what in particular do you wish your boy to accomplish during his stay in camp?)

- "To be more obedient"
- "To cooperate with others in play"
- "To learn to like different foods"
- "To qualify for Junior Counselor next year"
- "To do much reading"
- "To develop a more cooperative spirit and participate in group activities"
- "To learn about camping"
- "To improve health"
- "Relaxation and gain weight if possible"
- "Handicraft and learning to ride horses"
- "To learn to swim better"
- "To learn to play with children his age"

"Make friends more readily and graciously"  
 "Better posture-companionship of boys his own age"  
 "Develop initiative, responsibility, leadership"  
 "Develop new interests in the out-of-doors"  
 "To develop a sense of responsibility in carrying  
 through projects selected by or assigned to him"  
 "To get toughened up and enjoy 'roughing it!'"  
 "To be on time"  
 "Keeping quarters and belongings in order"  
 "A good general camping experience, no favors to  
 be shown"  
 "Self reliance ~~-----~~ and manly traits"  
 "General health and cultivation of resourcefulness"  
 "Less fussiness about food, better appetite"  
 "To have good relations with boys his own age and  
 to acquire more sense of personal and collective  
 responsibility"  
 "Activities requiring muscular coordination and  
 discipline"  
 "A well rounded program"  
 "See that he is neat in his work and self"  
 "Develop more self-control--gets very impatient and  
 disgusted when things don't go just right for him"  
 "A well-rounded outing"  
 "A good all around camper"  
 "Learn self-dependence"  
 "Just have a good and healthy time"  
 "Self confidence"  
 "Learn to respect authority and to cooperate"  
 "Thoughtful of others--obedient--reverent--and  
 cheerful--reliant"  
 "To have a healthy, busy summer"  
 "Learn to do things for himself and to control  
 his temper"  
 "He is badly adjusted socially--I hope he can be  
 drawn out to enter into all activities with  
 other boys and help overcome his shyness"  
 "Orderliness and concentration"  
 "To have responsibilities and duties"  
 "To learn to finish what he starts--to be a good  
 loser--to learn to take correction willingly"  
 "To return home with no worse table manners than  
 when he left"  
 "To gain an interest in athletics--to be helpful  
 to others around camp"  
 "To be free from his sisters and mix with boys  
 his own age."

C. Administrative Aims (based on a survey of 50 camp brochures (cited in appendix I).

- "To develop leaders"
- "To help campers enter all activities by building coordination and self-confidence"
- "To develop strong personalities through contact with a fine group of boys and counselors"
- "To encourage physical development and cleanliness"
- "To help boys become self-sufficient in personal care"
- "To give each boy the grandest vacation he has ever had"
- "To give the girl through the character of her camping experience under the guidance of superior leadership opportunities for individual growth as well as the valuable experience of learning to fit into group life"
- "For the conservation of wasted youth power"
- "To meet the needs and interests of the campers through freedom and educational experiences"
- "Opportunities for building up stronger, alert, rested bodies; for making real friendships. The freedom and choice of activities and the natural living are the valuable parts of our program"
- "We help boys develop even as the boy Jesus developed in Wisdom, Stature, and in favor with God and Man."
- "Wholesome adventure--encouragement in activities a program adjusted to the strength, needs and interests of each child."
- "To develop the younger child both mentally and physically--to help each child learn to merge with a group of his own age, thereby developing unselfishness while establishing self-assurance."
- "An education in living through development of habits of acting "on his own," by learning to "Give and take"--through relaxation and through companionship and friendship"
- "To provide wholesome, health-building experiences"

## APPENDIX IV

## The Michigan State Law on School Camping

Passed by the 1945 Legislature as Act 170

STATE OF MICHIGAN63RD LEGISLATUREREGULAR SESSION OF 1945Introduced by Reps. Morgan,  
Eaton, Cornell, Carey and Sienkiewicz

Bill No. 141

## HOUSE ENROLLED ACT NO. 108

AN ACT to amend chapter 5 of part 2 of Act No. 319 of the Public Acts of 1927, entitled "An act to provide a system of public instruction and primary schools; to provide for classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers, duties and privileges; to prescribe penalties for violations of the provisions of this act; and to repeal all acts inconsistent herewith," as amended, being sections 7419 to 7443, inclusive, of the Compiled Laws of 1929, by adding to said chapter 3 new sections to stand as sections 33, 34 and 35 thereof.

The People of the State of Michigan enact:

Section 1. Chapter 5 of part 2 of Act No. 319 of the Public Acts of 1927, as amended, being sections 7419 to 7443, inclusive, of the Compiled Laws of 1929, is hereby amended by adding to said chapter 3 new sections to stand as sections 33, 34 and 35 thereof, said added sections to read as follows:

PART II.  
CHAPTER V.

Sec. 33. The board of education of any school district except primary school districts may operate and maintain a camp or camps for resident and non-resident pupils for recreational and instructional purposes; or may cooperate with the board of another school district or the governing body of any other municipality of the state or with individuals in the operation and maintenance of such camps

in any manner in which they may mutually agree.

Sec. 34. The board of boards shall determine the age and other entrance requirements for pupils attending the camp program. Fees may be charged both resident and non-resident pupils attending the camp or camps to cover all the operation and maintenance costs of the program: Provided, That such programs shall be operated without profit. The costs of a camp program shall not be included in the determination of the per capita costs of the regular school program of any school district.

Sec. 35. The board or boards may acquire, equip and maintain the necessary facilities and employ the necessary persons for the operation of the camp program which may be conducted on property located either within or outside the territorial limits of the school district. The board or boards are hereby authorized to accept private contributions to be used exclusively for the operation of such camp or camps as may be established under this act. Camps may be conducted on property under the custody and management of the school district; on other public property under the custody of the state, the federal government, the state board of education, or any county, township, city or village with its consent; or on private property with the consent of the owner.

## APPENDIX V

MINIMUM STANDARDS FOR ORGANIZED CAMPS  
TENNESSEE DEPARTMENT OF CONSERVATION  
DIVISION OF STATE PARKS

To qualify for a permit to operate a group camp in any state park under the jurisdiction of the Division of State Parks, the camping agency or organization holding the permit, must meet the following Minimum Standards:

I. Program Objectives and Standards

1. The aim of the Division of State Parks, as it concerns organized group camping, is to provide facilities and to urge Camping Agencies to use the out-of-doors setting in a total living and learning process in conformance with the best camping objectives and standards. Such a program developed by Camping Agencies must therefore give due emphasis to nature study, arts and crafts, cook-outs, over-night camping, aquatics, conservation education, etc. The Division of State Parks will evaluate camp programs upon the basis of the above statement. The availability of group camps shall be determined by these standards.
2. Camping Agencies accept the following objectives as the basis on which the Division of State Parks is to evaluate the program:
  - A. A plan to use the natural state park setting in the development of a camping and recreational program unique to a forest area.
  - B. Youth participation in a program offering direct learning in camp experiences.
  - C. Education in health, safety and sanitation as they pertain to camp living.
  - D. A program which through the use of the natural setting and nature lore complements, but is an integral part of the year-round or total program of the campers.
  - E. A guided experience of living together as a camping community.
  - F. Good educational procedures in groupings, grading motivations, etc.



## II. Leadership

1. A camping permit will be issued only to a group, agency or organization incorporated under the state laws and/or which is properly organized and staffed to conduct camps, and/or has an official committee to maintain supervision over the camp.
2. The minimum staff requirements are as follows:
  - a. A director with approved training in a standard camp director's training course, a person of mature judgment and at least twenty-five years of age, who will take full responsibility for the camp administration. The Director's training should be consistent with the type outlined by the American Camping Association.
  - b. A minimum of one counselor, at least twenty-one years of age, to every eight campers, among whom at least two counselors must have had training in an approved camp counselor's course and of these one must have had special training in an out-of-doors activities course.
  - c. A registered nurse or doctor of medicine operating under license as health counselor. When a nurse only is employed, the services of a doctor of medicine located as near the camp as possible must be made available for emergency cases.
  - d. A waterfront counselor who is at least twenty-one years of age and holds at least a Senior Red Cross Certificate, must be on the staff of each camp offering swimming, boating or canoeing, and in charge of the facilities as prescribed under Section V, Water Safety.
3. The camp committee and the director must be familiar and comply with the state laws and regulations relating to the operating and maintenance of a group camp.

## III. Health and Sanitation

1. Each camper and staff member must pass a standard physical and health examination not more than one week before entering camp and must present the certificate, on the form adopted by the Division of

State Parks and signed by a doctor of medicine and the parent or guardian. (A supply of these forms is available at one cent each from the Superintendent of the Park). While in camp the campers, staff and help must be examined at least once a week by a resident or visiting physician or health counselor, who at equal intervals will make a general sanitary inspection of the camp and prepare and submit a report to the Superintendent of the park.

2. All persons engaged in the preparation and serving of food must pass satisfactorily not more than one week before beginning work, a standard physical and medical examination made by a doctor of medicine and shall present as evidence thereof a certificate signed by the doctor.
3. The camp director must maintain satisfactory sanitary conditions throughout the camp and particularly in the main and unit kitchen, refrigerators, dining areas, store houses, wash houses and latrines.
4. Buildings and grounds must be kept clean, paper and other rubbish be disposed of daily in containers provided.
5. Common drinking cups are not to be provided or used.
6. Cots shall be spaced to conform to the recommendations of the United States Public Health Service, which are: "Cots shall be spaced six feet between the side rails and four feet between bed ends."
7. Camps must be operated in accordance with all state and local laws relating to health and sanitation. Regulations for washing dishes, except where specifically prescribed by the national organization of which the camp is a member, shall follow the regulations set forth by the Division of Hotel and Restaurant Inspections instructions. A copy is attached hereto.
8. All wash basins, commodes, bath houses, and shower stalls shall be scrubbed daily with a strong, soapy water, this to be followed by an application of a standard chlorine solution of the strength of 200 p.p.m.
9. Chlorine solution of the prescribed strength is the disinfectant to be used for all sanitizing purposes and will be provided by the parks.

#### IV.

##### Safety

1. The camp director shall require the written permission of the parent or guardian of each camper attending camp.

2. The camp director shall arrange for and have a roll call or other check-up of all campers at least twice a day.
3. Adequate first-aid equipment must be provided and stationed at appropriate locations about the camp.

#### V. Water Safety

1. Camping Agencies shall comply with the recommendations of the American Red Cross Life Saving Corps for water safety.
2. Before swimming is allowed each camper, staff included, shall be classified as to swimming ability, as follows: Non-swimmer, beginners and swimmers. All swimming areas to be classified and definitely marked for each classification. All persons to be confined to their respective areas.
3. A standard check in and out system to be used by all persons entering and leaving the water.
4. The "Buddy Plan" which provides for the selection of swimmers by pairs, who stay together while in the water and act as buddies, to be used.
5. Each distance swimmer to be accompanied by a boat manned by an American Red Cross Senior Life Saver and/or who is an experienced carsman.
6. Swimming after dark is forbidden.
7. Life saving equipment appropriate to the various types of swimming, boating and canoeing to be provided by Camping Agencies and stationed by areas so as to be immediately available, such equipment to be kept in perfect order at all times.
8. Swimmers not to leave the prescribed swimming areas unless accompanied by a boat manned by a Senior Red Cross Life Saver and/or an experienced carsman. All boats and canoes to pass prescribed safety tests.
9. Swimming is permitted only on scheduled hours and places and then only when the waterfront counselor or his accredited appointee, is actually present and is in charge of the swimming areas.

#### VI. Motor Vehicle and Insurance

1. Campers and staff members operating motor vehicles to comply with all State and local laws and regulations in the operation of the same.
2. All motor vehicles to be maintained in good repair.
3. Motor transportation to be available at all times for emergencies.

4. Adequate general liability and motor vehicle insurance be carried by Camp Agencies to compensate campers and staff for injury or damage to person or property. (This coverage is outlined in the pamphlet of the American Camping Association, "Is your Camp Protected Against Accidents", section 2, page 13).

## VII. Food

1. The Camping Agency to provide an ample supply of fresh milk, fruit and vegetables for all food serving purposes.
2. Pasteurized milk to be used, if obtainable within a reasonable distance of the camp, and should be so delivered and maintained at a temperature of not more than fifty degrees F. If pasteurized milk is not obtainable evaporated or milk that is certified as meeting all standards required by the local and State Department of Health to be used.

## VIII. Records

1. The camp director shall keep such records as are needed for filling in the Division of State Parks' report, Form G.C. 602, at the conclusion of the camp.
2. The Camp to keep an individual record of each camper showing camp activities, health history and evidence of a physical examination at the beginning and end of the season. This record shall also show permission of the parent or guardian for camp attendance.
3. A complete record on inventory of the camps property at the camp to be maintained and a "Permit to Store Equipment", G.C. 603, to be negotiated with the Superintendent for any property stored on the area.
4. The Camping Agency to maintain a complete business record of operations of the camp.
5. All required records to be available for inspection by properly identified representatives of parks.
6. The Camping Agency report on Form G.C. 602, obtainable from the Superintendent, to be made in duplicate and submitted to the Superintendent within one month of the close of the camp.